Break

Crisp Smith's new packet

The Schools Council officially unveiled their proposals for CEE this week, and there to pull the cords for the first time was the new chairman, Sir Alex Smith.

As director of Manchester Polytechnic, chairman of the Committee of Polytechnic Directors and a member of the University Grants Committee, he will be working less than full time at the Schools Council. Even so, how does he manage? "By working 30 hours a day and 10 days a week", is his answer.

Six weeks into this new job, it is hardly surprising that the new director is still describing the varied proposals for examination reform as complex. He is, however, getting a grip of the council's other activities and is taking particular interest in the joint CBI/TUC curriculum project which is now going through the planning stage.

He sees it as an important part of his policy of bringing education and industry — in a broad sense — closer together. "I like the sound of it." He may like the sound of it less when it comes to grappling with the political balancing act needed to get the CBI and the TUC to pay the piper while agreeing to let the council call the tune.

Sir Alex's interest in industry stems from his years at Rolls-Royce where he was head of advanced research and later a director. "I think the attraction of industrial life is that it involves the application and integration of knowledge." This drawing together of disciplines is something he finds lacking in education, and he hopes to do something to alter this.

He regrets the lack of able people going into industry and the complete absence of any discussion of how this might be changed in Mr Varley's recent paper on industrial strategy. The Schools Council, he feels, could do more if their projects were to concentrate less heavily on the traditional academic disciplines.

This torrid world

Nigel Wright, whose letter in defence of Chris Searle appears on page 16, was a driving force behind *Radical Education*, "the journal of the Radical Philosophy Group".

In May he resigned from the editorial group. The September issue of the mag carried a letter from him explaining that he did so "because I felt I was in fundamental disagreement with the other members of the Editorial Group about the type of articles we ought to be publishing. Specifically, we received an offer from a very well known radical educationalist to do a critique of the new Black Paper. . . . To my surprise and disappointment a majority of the Editorial Group decided to reject the offered article. This majority felt that the writer in question had the 'wrong' politics; he is not a Marxist, and is avowedly a reformist. . .".

An "editorial reply" to his letter in the same issue reveals that the luminary in question was Gabriel Chanan and the grounds were that, "our readers would already have had the opportunity of reading adequate critiques of the Black Paper from the more narrow educational point of view (in the *TES* and elsewhere). What seemed to be lacking was an analysis which could recognize some of the material in the Black Paper as a political attack on the quality of working-class education in an economic and political crisis".

Nigel Wright, who is reluctant to discuss the subject, has gone to live in Lancaster, "to take a couple of years' rest from the torrid world of radical teachers" as he put it in said letter. While there he is earning his bread as a teacher at a local grammar school.

Down to their briefs

There is much muttering in the galleries at County Hall, London, at the cost to the ratepayers of the William Tyndale inquiry now in its third week and still far from the end of its work. The authority are paying not only their own solicitor and barrister, but also those of the teachers and the managers at a rate of £150 for the brief, or in the case of the solicitors "for preparation", plus £50 for each day of the hearing for barristers and three-quarters of that amount for solicitors.

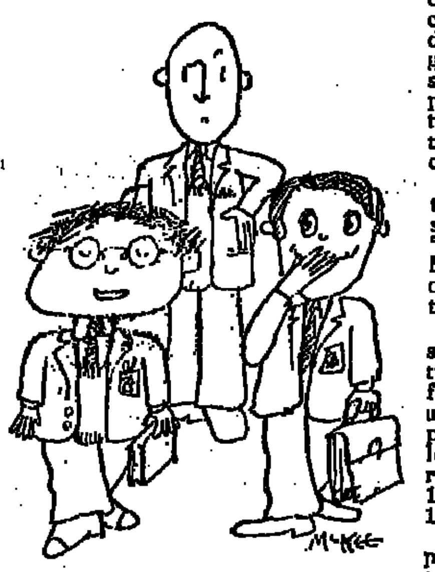
Ratepayers should know that this is, in fact, quite a bargain, so much so that complaints are abroad among the lawyers. It appears that the going rate for this sort of inquiry is more usually about £75 a day.

And at major tribunals (where there are often insurance companies to pay) fees are much higher mainly because silks, who come more expensive than Messrs Sedley and Davidson and Ms Moorhouse, tend to be retained. Mr Auld, QC, is getting £100 a day.

The teachers side have cause to worry: they alone have briefed two barristers — Mr Grant says there is far too much work for one—and the extra one is not paid for by the authority.

Still, take comfort. Some of the cash will find its way indirectly back to education. Mr Grant is a lecturer at Kent University and his fees are being paid to the university's law clinic. The hearing will provide some project work for the university's law students.

And then there is a fairly high marginal rate of tax on annual earnings at the rate of some £12,000 a year.



"I think I've just sold him my sister."

Cuts corner

Nothing like a little austerity for showing up bureaucratic anomalies, pointless parsimony and the plush life-style which some have been enjoying.

We are offering a bottle of plonk for published entries in Aristides cuts corner. Entries should be examples either of good ideas for economy or of idiocies and they must be true not fictitious.

To start off with there is the Association of Polytechnic Teachers' answer to the economic crisis — following Fred Mulley's directive to students to buy British gramophones instead of Japanese stereo sets—is for civil servants, public employees (including polytechnical staff) and local councillors to travel in second-class railway carriages.

And for those who use the internal combustion engine the APT say car allowances should be "adjusted according to a single level intermediate between the cost of second and first-class rail travel".

Down in Hampshire an APT stronghold, it appears there are two rates for car users who claim from the local authority. If you are not a head of department or are paid less than scale two on the local government senior officer's rates, then you can only drive a 1750cc car and claim a maximum 12.2p a mile.

Those above those lowly occupations are deemed to earn enough to drive bigger limousines and can claim 13.3 pence a mile. What was that about one law for the rich?

High hopes

And now for something completely different: inflation we may have but some things do arouse suspicions, either as to a firm's efficiency at accounting or to their optimism. John Wiley and Sons, "International Publishers", sent out a notice prepared in June announcing a new book to be published in September, *Basic Education: A World Challenge*. Price £5.75 (approx.) When however the book, duly ordered by Ian Lister, professor of education at York University, arrived on October 2, it was priced £8.95.

Aristides

BUCKLEY

Things are by no means always what they seem. I could accept a headline in *The Times*. "Oxford postal vote on external degree", it announced and in its exemplary way it told me almost all that I needed to know. But what was I to make of another headline that I came across in the London *Evening News*? "Girls told: Strip, or face the sack", it informed me. I was prepared for anything. But the girls in question, I discovered, were models for the life class in dispute about their fees at Trent Polytechnic.

It is this element of the unexpected that makes education in the media so beguiling. I never realized, for instance, that you and I and some schoolmasters were to blame for the demise of *Sportsworld*. I did not even know that the magazine existed. But there was Ian Wooldridge censuring us all in the *Daily Mail*:

"*Sportsworld* ceased to sell because, as a nation, we'd prefer to slump before our television sets watching Joe Bugner swim in Super Stars, read the idiot and often quite spurious bedroom memoirs of some malcontent footballer and yawn lethargically when our kids come home from school to announce that they read comics during games because the master-in-charge was too bored, idle or disinterested to get them out of doors."

I hope that makes you feel guilty. I hope you are not just telling yourself in your pedantic way that Mr Wooldridge used the word disinterested wrongly. Your colleague Ann Lofting, at least, need not feel guilty. She teaches primary pupils in Kent and the *Daily Express* featured her complete with picture as the only lady attending her ed
tion committee's cricket se
"The boys in our school", she
the paper, "have not had a
opportunity to play cricket. I al
like to be able to teach them
perly. As soon as I knew this c
was being organized I put my
down."

I found that heartening. It al
made up for another item in
Daily Express which told me
1,300 American Girl Scouts
voted overwhelmingly against
ting boys to their ranks, th
one of their troop leaders p
out that they were losing teen
to the coed Boy Scouts Expl
"We must face the fact", she
"that boys are here to stay."

Still, if you do not feel g
and that Kent teacher need n
can tell you it is not the
with me. I always feel guilty.
the United States, the *Daily Ex*
tells me, a Government study
shown that 20 per cent of
Americans are so poorly edu
that they have difficulty shop
applying for a driver's licence
understanding road signs. I
to measure myself against
basic criteria of the educated
I get as far as my rating in
supermarket and I am left
flecting that along with those
Americans I, too, am
untutored.

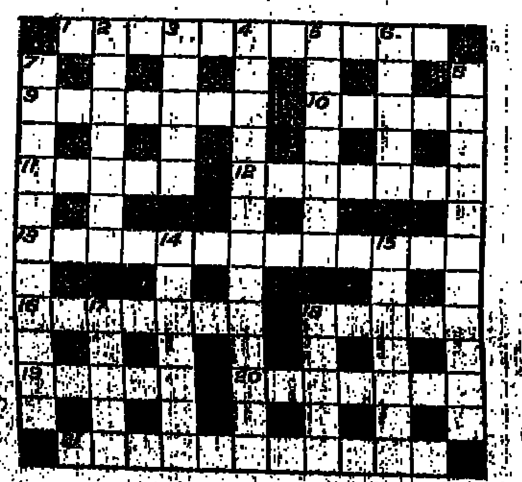
Things might have been d
ferent. The editor of *Conn*
Education informed the listener
London Broadcasting that her m
zine was about to tell teachers
to introduce comparative
into the classroom. How forw
I told myself, the children are
days. But I, alas, am no longer
school.

In Ghana, by contrast, I might
thought inadequately schooled
quite different reasons. T
National Association of Priests
African Religions (NAPAR) h
just drawn up a programme th
I noticed from *West Africa*, to e
cate the public on their activi
African fetish priests, their pre
dent and secretary-general claim
have spiritual and ancestral powe
to conquer devils and therefore th
should not be despised or unde
estimated.

It may be quite a while before
even the most progressive of our
own educationists get around to
that one. But there is one subject
quite unknown in my day, that a
of them have long since taken
their bosoms. My own scien
lessons had a lot to do with s
phuric acid. But I never remember
that they included sex.

Yet look what happens now. The
popular papers have been agog w
a rumour that the Open University
has been thinking of adding a new
dimension to the romance languages
and the *Daily Mail* reports that the
University of Texas at Arlington
has launched a project on dating
Still, I could not help warming t
a lady who rang LBC during
phone-in on the suggestion th
there should be more sex education
in schools. "The birds and t
bees don't have sex lessons", s
said. And that, for her, was the

Crossword No 1,007



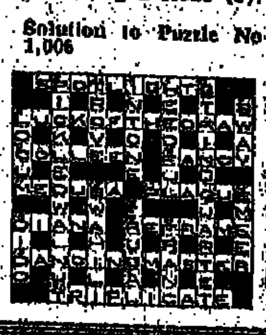
Across

1 Hot version of air pocket in mail boat? (5, 6).
9 He was rooted in the old left wing (7).
10 Town on verge of straitened circumstances (5).
11 One of her names no doubt would be Warner (5).
12 Garments that conceal the game (7).
13 What we gladly pay in the soles? (7, 6).
16 I'm on car reorganization (7).
18 The Portuguese cannot prevent its entry from Spain (5).
19 Has many ways out but all under water (5).
20 Where one might sleep on the way? (4, 3).
21 Find the broom cupboard in the old servants' quarters (5, 6).

Down

2 A tearing bore (4, 3).
3 With which one might elbow one's way (5).
4 Well fingered entries not in the Guinness book (6, 7).
5 The lout will insist it's a body (7).
6 Child of slippery parents (5).
7 Certainly a wearing performance (5, 6).
8 Weapons not well tempered? (5, 6).
14 Time past for a wish (4, 3).
15 Neither cocker nor water but akin to both (7).
17 Parent of 6 comes up to me (5).
18 Inevitably involves making a scene (5).

Solution to Puzzle No 1,006



Chess

The Spanish Torture

In all non-English speaking countries the Ruy Lopez is called the Spanish Game since it was indeed in Spain that the opening really became popular in the very early days of chess. The witty Dr Tartakower once wrote a book on the openings in which he had a chapter entitled "The Spanish Torture", obviously regarding the Ruy Lopez as one of the weapons of the Spanish Inquisition.

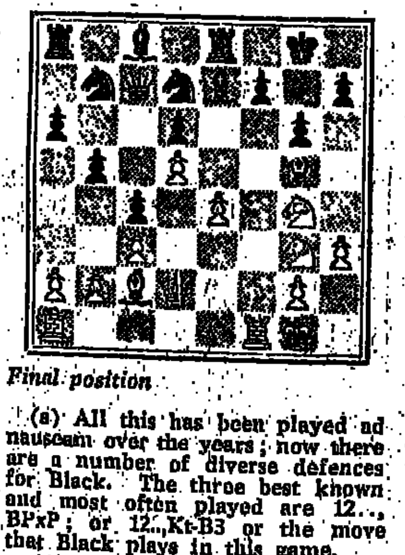
It is indeed a tricky and powerful opening in which Black can easily go astray and there is only one method for the second player to keep his head above water. He must form a plan (a reasonable one it goes without saying) of defence and of counter-attack and keep to it through thick and thin.

What happens when he does not so conduct the defence and changes his horses in mid-stream is revealed by the following game which was played in August 1975 in the Milan grandmaster tournament.

Ruy Lopez, Morphy Defence, close system.

White: A. Karpov; Black: W. Unzicker.

1	P-K4	P-K4
2	Kt-KB3	Kt-QB3
3	B-Kt5	P-QR3
4	B-R4	Kt-B3
5	O-O	B-K2
6	R-K1	P-QKt4
7	B-Kt3	P-Q3
8	P-B3	O-O
9	P-KR3	Kt-QR4
10	B-B2	P-B4
11	P-Q4	Q-B2
12	QKt-Q2 (a)	B-Q2 (b)
13	Kt-B1	KR-K1 (c)
14	P-Q5 (d)	Kt-Kt2 (e)
15	Kt (B3)-R2	P-Kt3
16	Kt-Kt3	P-R4
17	P-B4	PxP
18	BxP	B-KB1 (f)
19	B-Kt5	B-Kt2 (g)
20	Q-Q2	B-QB1
21	R-KB1	Kt-Q2
22	Kt-Kt4	resigns (h)



Final position

(a) All this has been played ad nauseam over the years; now there are a number of diverse defences for Black. The three best known and most often played are 12.., BPxP; or 12.., Kt-B3 or the move that Black plays in this game.

(b) It is interesting that at the Nice Olympiad of 1974 the same two players had the same variation and that then Unzicker played 12.., Kt-B3; whereupon the game co
tinued: 13. P-Q5, Kt-Q1; 14. P-QK
R-Kt 1; 15. PxP, PxP; 16. P-QK
Kt-Kt2; 17. Kt-B1, B-Q2; 18. B-K
R-R1; 19. Q-Q2, KR-B1; 20. B-Q
P-Kt3; 21. Kt-Kt3, B-B1; 22. R-R
P-B5; 23. B-Kt1, Q-Q1; 24. B
with much the better position fo
White. The move Unzicker no
plays is regarded as more elast
and less committal than the old
12.., Kt-B3.

(c) With the idea of holding on t
the centre and eventually play
B-KB1, P-KKt3 and B-Kt2.

(d) Closing up the centre an
planning a King-side attack.

(e) Preparing to play P-B5 and K
B4; but the plan costs too much ti
and allows White full opportunity t
proceed with his King-side attack
So 14. Kt-B5 seems preferable.

(f) He should have stuck to h
plan of 18.. Kt-B4 when 19. PxKt
PxP; 20. BxKP, B-Q3; 21. BxK
BxKt; gives rise to a cut-and-thrust
position with chances for both sides

(g) But now 19.., B-Kt2 loses
after 20. R-KB1.

(h) For if (a) 22.., Kt-K4; 23
Kt-B6 ch, BxKt; 24. BxB, threaten
ing Q-R6 (if then 24.., Kt-Q2; 25
Kt-R5) or (b) 22.., BxB; 23. QxB
R-B1; 24. Kt-R6 ch, K-Kt2; 24
Kt(Kt3)-R5 ch; or (c) 22.., B-B1
23. Q-B2, leaving Black with no
means of protecting his KB2.

Harry Golombek

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THE TIMES
Educational Supplement
DAY NOVEMBER 21 1975 NUMBER 3155 FIRST PUBLISHED 1910 PRICE 10p

Whitehall to Town Hall

te support grant: a long year's ourney from estimates to aid . . .

Today the Government are due to announce next year's rate support grant settlement—the amount by which they will subsidize local government spending in 1976-77. Last year the grant was about £8,000m, that is, roughly two thirds of all the money local authorities spend.

From the Treasury's point of view, the grant represents about an eighth of all public sector spending.

How is it all worked out? A special guide to the rate support grant, pages 6 and 7.

For better, for worse

Manchester's Chief Education Officer warns that recent developments in local government are making the work of the education service impossible. Divorce may be the only solution. page 2

Treble chance at 16-plus

CSE and O level reliable only to within three grades, Schools Council report says page 3

Keep calm and avoid confrontation

Association of Assistant Mistresses issue discussion document on discipline page 5

Liberated lessons

The Sex Discrimination Act becomes law next month. Teachers could be committing an offence if they use books which show Janet doing the washing up and John mending a car. Bob Dog reports page 10

Inspectors' verdict on Tyndale

A highly critical report by ILEA inspectors was read to the William Tyndale inquiry, now in its third week. It offers no final judgment but casts doubt on the junior school staff's

- standards of achievement
- teaching methodology
- planning and recording
- use of resources
- requirements made of the children
- way of implementing their philosophy page 8

Lies, damned lies, and research

The National Foundation for Educational Research hits out at distortions of research findings page 11

Learning and care

A team from the Centre for Applied Research in Education in East Anglia discuss their newest project, on the teaching of race relations. page 22, 23

Peter North reviews some teacher evaluations of the Humanities Curriculum Project. page 25

Science diary, page 15
John Maddox reveals a way of making a long, long, long-term weather forecast—two million years ahead.
Foreign pages 16, 17
Vouchers in Australia; spending cuts in Chile; nurses trauma in Italy.
Letters, pages 18, 19
Comprehensive debate; reading tests; FEVER; teachers' council; cartoon collection.
Features, page 21
Hugh Bowie on assessment and examinations.
Books, pages 24-28
Anthony Quinton on "radical" philosophy, A. S. Byatt on the novel as story, Colin MacInnes on the Edwardians, Peter North on the Humanities Curriculum Project, Charles Rycroft on psychology; religious education and science textbooks.
Resources, pages 29-31
Deborah Thom reviews two Labour Party kits on women in politics and society and looks at the National Museum of Labour History; Anna Sproule on a primary school reading development unit; Ronald A. Smith on introducing photography into the secondary school.
Arts reviews, pages 70-71
Christopher Griffin-Beale on the Second World War, Ned Thomas on the *Scottish Daily News*, Heather Neill on theatre in education, Brian Hill on a new German series; ETV reviews.
Leaders, page 2; Tom Howarth's column, page 4; in brief, page 15; Sport, page 20; Break, page 72; Buckley, page 72; Crossword, page 72; Maths puzzles, page 72.
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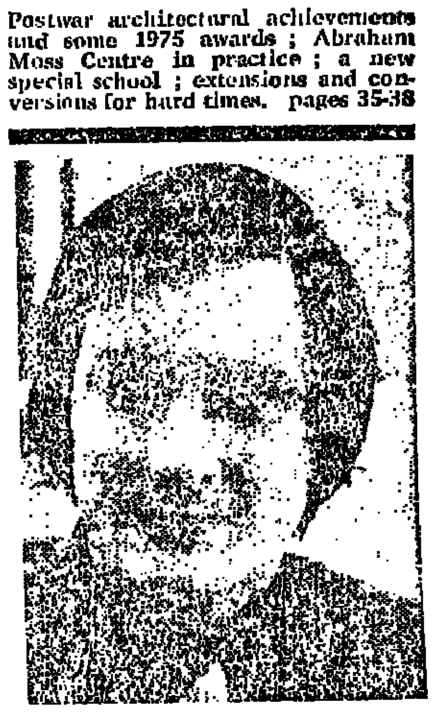
TES Extra:

School and college buildings

Postwar architectural achievements and some 1975 awards; Abraham Moss Centre in practice; a new special school; extensions and conversions for hard times. pages 35-38



TES man in Washington

Michael Binyon (above) has been appointed by *The Times Educational Supplement* and *The Times Higher Education Supplement* to new post of staff correspondent in North America. He has worked on both papers and most recently was on the foreign desk of *The Times*. He will be based in the Washington offices of *The Times*. His first report appears on page 17.

romise of a diversionary bone

the educational point of view it is inevitable that the main interest in the Queen's Speech (page 3) would focus on the Bill to abolish the 11-plus. If the Queen's Speech had made no mention of it, it would have been as startling as the dog which didn't bark; now it is included in the list of proposed legislation it marks out one of the main battlegrounds for the party political battle during the coming session.

The *Times Educational Supplement* believes that the 11-plus should go—that it is too early an age at which to separate children into separate schools of different types on the basis of estimates of their present and future talent. But this paper has never accepted the need for legislation to force this particular change. No matter how much bluster a law may contain—and it will be that kind of law—it cannot create the consensual support needed to carry the comprehensive policy through the political swing doors. If Labour win the next election this Bill will have been largely superfluous because the comprehensive tide will continue to flow, and the suburban pockets of resistance will seem even less worth the powder and shot of a synthetic parliamentary battle. If, on the other hand, the Conservatives win, the way is opened up for another round of legislation, and another setback for reason and common sense.

Mr Fred Mulley, like Mr Reg Prentice before him, knows that irrespective of the merits of the case for legislation he has got to go ahead or be branded as a renegade by heresy hunters in his own party. Mr Prentice took no trouble to conceal the fact that, whatever his own view of the matter, he could not afford to appear soft on this issue when he was already in bad odour with the Left. In political terms this Bill is seen as a welcome relief from the real questions about the allocation of scarce resources or the employment of teachers, or the quality of primary schooling, or the content of the secondary school curriculum. This is a bone which will occupy the educational politicians of both parties for a bit, while more difficult matters of public concern are put to one side.

There is still time for the Conservatives to pick their words in opposition with more care than Mr Norman St John-Stevas has so far felt necessary. The Government are being foolish and doctrinaire but the damage they can do is limited—their main sin is that of irrelevance rather than positive malice. But the Conservatives have it in their power to minimize that damage or to magnify it. They could minimize it by coming out now and accepting the abolition of the 11-plus as a *fait accompli* in which many of their own supporters in local government have joined. And they should then concentrate their attention on the detail in the Bill when it appears, and in particular on the legal limits it may impose on the way the differentiated needs of teenage boys and girls can best be met—in comprehensive or in separate institutions as the case may be. The last and least sensible thing they should do is to make a mad rush for the barricades and pledge total repeal at the earliest opportunity.

When the Bill itself appears, it is still just conceivable that its own supporters will tumble to the powerful directive weapon which they will be forging for their own opponents when the political roundabout turns, and have second thoughts. It is not that politics should be kept out of education—the idiot cry of earlier and less contentious times—but simply that there are few controversial issues in educational administration less suitable for resolution by the exercise of a temporary majority in the House of Commons than this.

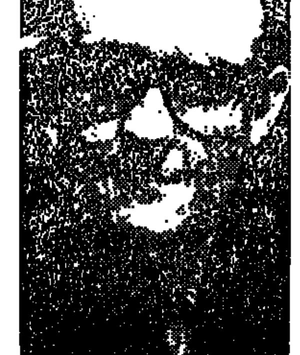
No comment

The manifestation of exposing children to various aspects of "pollution" education, particularly the more abstract and subliminal elements, which are generally effected by an education teacher-attitude, were, while being difficult to define, considered of paramount importance in helping to formulate a cogent and responsible philosophy of life.—from a report on pollution and the environment by Moseley Hall Teachers' Centre, Cheshire.

Cuckoo in the nest

Local government is clearly in trouble—given no time to recover from the major surgery of the 1974 reorganization, overburdened by new statutory duties and waiting anxiously for the Layfield Committee to give it a sound financial base. Voices urging that its responsibility for education should be taken away are growing.

There has been a tendency to assume that the education service itself would oppose such a move. But this week Mr Dudley Fiske (right), CEO for Manchester, made his Lady Simon of Wythenshawe Memorial Lecture the occasion for a clear warning that recent developments in local government "could cause the educational world to seek separation". These are extracts from his lecture, with other sections summarized in italics.



The time has come to shout loudly about the way in which local government is now treating education, Mr Fiske said. Education is different from other local government services because its purpose is to give to man "hope and optimism that life will be better tomorrow than it is today".

It is not a service directed from the top and needs special and sensitive techniques of administration which safeguard the sense of involvement of those working in its institutions.

Local government reorganization, the deferment of the financial review, and the mass of new legislation, circulars and statutory instruments, were bad enough.

In addition there are a number of features of local government itself that compound the difficulties. One is the very marked lack of experience inside many of the new authorities, both on the part of elected members and officers . . .

Add to this the indisputable fact that the generous compensation regulations permitted too many experienced officers in all disciplines to retire prematurely and the overall picture is not one that inspires great confidence.

A second weakness that may reasonably be diagnosed in new-style local government is a naive willingness to worship the god of management. The focal point of this cult is usually taken to be the Bains report on local authority management, published in 1972 by a small working group, whose appointment and procedures created a good deal of mistrust in educational circles . . .

One group have clear service responsibilities such as architecture, culture, education, highways, housing, recreation and social services. The other group have what are usually called "across-the-board" duties and include chief executives, county secretaries, directors of administration, planners, policy co-ordinators, personnel officers, treasurers or even directors of finance.

One fact is indisputable—this latter group seems to grow steadily larger and more verbose to the frequent frustration of those in the first group who are actually trying to cope with the needs of the consumers. There is a distinct feeling in local government that "across-the-board" officers believe themselves to be somehow superior to their colleagues. By contrast, it is often their activities and their proliferation in many of the new authorities that fuel the reactions of press and public that all is far from well inside local government.

In short, there are too many people whose main function now appears to be to co-ordinate, monitor, audit and at times interfere with the activities of others who are perfectly able to do what is needed if only they can be freed from the attentions of their colleagues who seek to manage them. There would often be more progress if there were less progress-chasers.

Corporate planning, Mr Fiske said, was clearly essential. "It is corporate management about which the doubts are growing." Matters were made worse he went on, by the low public reputation of local government which reinforced the tendency of schools and colleges to see themselves as part of education rather than local government. And the lack of a single professional voice for the local education authorities meant that, "central government and the teachers, the other main partners in the service, often have the stage to themselves".

Mr Fiske identified six areas for concern;

- *Attempts to devalue the statutory position of the education committee.*
- *Insensitive application of corporate management.*
- *Ill-conceived financial measures by leaders in local government.*

It has never been the view of responsible elements in education that the service is entitled to an unending series of blank cheques and certainly the increase in public spending in the past three decades has been very striking.

What many find alarming, however, is the way in which some elected members and officers have set about the task of cutting education budgets. In some quarters it appears that local government regards colleges and schools as expensive luxuries and does not see it as its duty to make changes in a sensitive and constructive manner that carefully preserves the essentials.

There are times when the historian may help us to understand and it is appropriate here to draw attention to the book published in the past year by Lady Simon's son, Professor Brian Simon, with a dedication to her. He has given us a penetrating history of educational development in the 1920s and 1930s from which the message is clear.

In the period covered by Brian Simon's work his heroes in defence of the service include both elected members and officers from local government and they combined to reinforce the author's own comment: "Educational spending cannot be cut as if it were next week's grocery bill." It would reassure the educational world if they could identify today national champions from the local government world. If they do not rapidly become more visible and more vocal teachers could well conclude that it is unwise to linger within a camp that is at best indifferent and at worst malevolent.

- *Tactless attacks on the legitimate rights of colleges and schools.*
- *Political influences in selection of teachers for promotion.*
- *Accountability.*

The education service has always been strongly resistant to the idea of systematic assessment of all pupils and it is a hostility that was well illustrated by the rows in the nineteenth century about "payment by results". Education officers see inside two strongly contrasting worlds on this issue—"when with the academics and the teachers the emphasis is on the undesirability of undue stress on testing and assessing, the need for long-term and impersonal studies and inherent reservations about any and every set of findings".

By contrast when public and parents and politicians provide the forum the call is for facts and figures, for the identification of individuals and institutions and for authoritative judgments even if the evidence does not satisfy the purists of research.

Local government, meanwhile, is urged to monitor and evaluate on many fronts and is pressing the educational world to devise indices by which educational progress can be regularly checked. It would be foolish to maintain that educationists should not be properly accountable. Nevertheless if the pressure is unreasonably applied, particularly if the motives are political and do not arise from a genuine concern for education, then the professional elements in the service can be expected to react ever more strongly.

Mr Fiske went on to discuss three possible alternatives to the present system of administering the education service. The first was based on Sir Robert Thomas's assessment of the likely impact of devolution to the regions.

Sir Robert suggested that if English regions with executive powers are established, it will only be possible to retain within them one tier of local government in place of the two that now exist.

If that is indeed the prospect, then the choice for the education service will not be easy. A regional authority covering perhaps an eighth of England would be too large as a local education authority, for if a population below 250,000 is thought too small it is even more apparent that a population of over five million would be unacceptably large. Indeed the question whether an education authority can be too large received scant attention at the time of local government reorganization and ought to be considered more carefully.

The opportunities that I have had to see at firsthand very large education authorities in other parts of the world convince me that once the population is far above a million advantages of scale are offset by the desperate need to spend time struggling with the sheer size of the organization. For this reason alone, my belief is that the Greater Manchester Council should not be allowed to become a local education authority.

In a changed England of, say, eight regions and 200 to 300 districts, it would of course be possible to abandon the doctrine of the "seemless robe" that seeks to place all education at the same level.

The 1944 Act created an excellent structure for all the truly local round-the-corner services—such as nursery schools, primary schools, secondary schools, youth clubs, adult classes and local technical colleges. These are the matters about which people bang on their councillor's door to convey genuine local feelings. It has never been an ideal vehicle, however, for advanced further education, higher education and the initial and in-service training of teachers.

The second possibility is the ad hoc solu tion for the future running of the educatio service. To bring forward this suggestion i to revive the debate of 75 years ago that le to the abolition of the separate school board The arguments against ad hoc bodie advanced by Sir Robert Morant were ve cogent and included the comment: "There a mistake of getting together a lot of peop whose sole or main hobby is education an letting a body of such folk have the run o the public purse. . . . Education len itself particularly to the development extravagancies."

Morant also argued for the creation "one administration for all local purposes It must be recognized today that the forc of that argument is much weakened by th long list of other services that are no longe within local government, though regional elected councils might assume control o them.

Certainly the education service is b enough to "go it alone" and if a loss o representational democracy is feared it woul be possible to hold separate elections as i the practice for example in the United State I saw no evidence there that involvement o the education service in the main municip structure is essential to ensure close gras roots contact—on the contrary participatio at school level was very strong and electio for school boards attract great public interes in local press and on local television.

The third alternative future, and perhap the most radical course, would be to tran fer the control of the education service whole sale to national level. The creation of new national education board or even t two separate boards one for higher educa tion and one for schools is presumably theoretical possibility.

The rights of the citizen against this cen tralized bureaucracy would need to be pro tected by new measures—such as a extended role for ombudsmen. Personally I believe that such a change would b undesirable and even perhaps unworkabl though we must recognize that many peopl might not mind unduly if such a system was able to include effective community involvement in the running of individual schools. Even so the prospect of managi however liberally the affairs of 30,00 institutions from Whitehall is certainly daun ing and it would be contrary to other curren trends.

Of these three possible futures, it i perhaps the ad hoc solution that looks the strongest runner, with a regional solution very dependent on the wider emerging issue of devolution to English regions.

Mr Fiske ended his lecture by saying that the questions he had raised and the answers he had given were essentially personal and should not in any sense be construed as a criticism of the City of Manchester, which has a distinguished record of caring for its education service.

Undoubtedly, however, the unease apparent elsewhere in educational circles is well founded. It is unfortunate that unexpectedly soon after the 1974 reorganization, it is local government itself that is publicly on trial. The tragedy of this is that at its best the system of local education authority administration that we have painfully evolved in the past century is unbeatable and is rightly the envy of our many visitors from overseas.

Nevertheless if devolution or other actions of central government, including a failure to follow the Layfield report by effective action on finance, are together or separately about to sink the present system of local government, such a disaster cannot be allowed to destroy the essentials of the educational system and the principles on which it must be administered. In the last resort there would have to be divorce, painful though it would be. Such a divorce from local government would not come as far as I am personally concerned from choice but from sheer necessity.

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Exam scrutiny

This week a quiet technical voice is added to the general cacophony on the subject of exams at 16-plus. The study by Mr Alan Willmott and Dr Desmond Nuttall of the reliability of O-level and CSE exams shows that the exams are about as "reliable" as could be hoped, in terms of the statistical consistency of their results (page 3).

But when it comes to an individual candidate, every grade on a five-point scale should be read plus or minus one. That is, a real distinction can be drawn between two candidates with grades separated by two points, but if you are comparing a grade one with a grade two, or a two with a three, the difference quite likely depends on the luck of the draw.

The new study is an addition to the pile of technical knowledge about examining which has grown up around the development of CSE and the feasibility studies for a common exam at 16-plus. A great deal is now known about different methods of assessment and the relationship between them.

But the main conclusion of the authors seems to be that to go on refining "reliability" of exams to make them statistically "fairer" may mean narrowing them down until they are not especially valuable in terms of covering a useful curriculum field. The logic of going all out for reliability leads to simple intelligence tests, with some testing for perseverance built in—the results, it seems, would correlate pretty well with our present exams.

They end their survey with the plea for a hard look at the aims of examinations: "The need to ensure that they are measuring what it is thought that they are measuring would seem to be rather important; perhaps it is even more important to think out just what is required of each of these examinations in order that they may be constructed to do the job required of them.

In the hunt for a technically feasible common examination for 60 per cent of 16-year-olds, questions about what our present GCEs and CSEs test, whether CSE has fulfilled the aims it was designed to meet, what should be the range and content of the new system have been shelved. If the starting gun to the common examination is fired, and detailed design work begins, these questions about validity should be faced: the technicians are ready to try to design round the answers.

But work should also continue on the larger questions raised by the most discordant Schools Council voice this year—that of the working party on the whole curriculum—which recommended sweeping away the whole 16-plus examination system and replacing it with broader kinds of assessment for the whole school population. The work just starting under the new Department of Education and Science Assessment of Performance Unit could provide some authoritative basis for future action.

Meanwhile, whatever decision is taken about the common exam, for the forseeable future the life chances of large numbers of individuals—whether or not they secure a university place, or a job in a bank, or an apprenticeship—will be based on the lottery of the gradings of our statistically reliable exam system.

Bombshells

How research in the social sciences influences public policy or popular thinking is a mystery itself worth researching. Between an original piece of research work and the few simple truths or falsehoods derived from it which enter into the received opinion of ordinary people there is a game of Chinese whispers. Even the essential character of the commodity in question can be changed. What begins as a fairly honest attempt to throw light on dark places becomes a bullet to be fired in a political battle, or a shield against some other uncomfortable insight. Some quite incidental observation, possibly at odds with the drift of the research as a whole, gets singled out to become the only thing which anybody remembers.

All this, which is scarcely new, has been giving the National Foundation for Educational Research a lot of pain recently (page 11). Mr Bruce Choppin has written a review of the recent Black Paper, picking out references which he thinks misuse or perversely interpret NFER research. Some of these are quite blatant and, as might be expected, show that there were Black Paper writers who found it easier to rely on the evidence of brief and selective press reports than read the original documents.

All of which is fair comment by the NFER, a publicly financed research organization whose reputation is liable to suffer if dragged into the polemic arena as the source of research evidence which exists only in the minds of the polemicists.

Some protest is in order, if only to assuage the indignation of the research workers who also often have strong views on the policy implications of their studies. By sounding off, they may at least cause the more academic members of the Black Paper fraternity a twinge of conscience and remind them to check their references. But as it is in the nature of much social research that its ultimate social policy implications depend on this uncertain bowdlerization process the NFER would be wise to take a fairly relaxed view of the situatio

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ueen's speech announces law bring rebels into line

by Philip Venning

ernment are to bring in a force the seven recalcitrant uthorities to go comprehen- This was announced by the n her speech to Parliament uesday.

also announced plans for n to set up Scottish and assemblies (which it is ll will have responsibilities cation), and public lending r authors.

ews on the abolition of selec- s hardly a surprise. In Sep- Mr Fred Mulley, the Edu- Secretary, sent a consulta- cument to local authorities ing the form legislation take. Since then consulta- have been held between the ment and local authority ations.

decision to go ahead with sion comes after a long cam- by successive Labour govern- to achieve the total abolition ection by voluntary means. In previous Government had for a law but these were ed.

1947 in England and Wales were 239,619 pupils in 262 hensive schools covering 8.6 ent of the total secondary population. By January, there were some 2,457,000 in 2,593 comprehensive covering 67.9 per cent of condary school population.

the same period the number mar schools and secondary rn schools respectively fell 1,285 and 3,727 in 1965 to 566 1,216 in 1975.

the 105 local education autho- in England and Wales, 44 are y comprehensive or have sal to reorganize; 15 of these still have some voluntary schools which operate selection.

Of the remainder, 60 local education authorities are partially reorganized and retain selection for grammar school places in some areas. Only one local education authority, Kingston-upon-Thames, has no comprehensive schools.

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> **In education, my Government will seek to consolidate the improvements they have made to the statutory school system.**
>
> **Within available resources they will give priority to children with special needs and to the vocational preparation of young people aged 16 to 19.**
>
> **A Bill will be introduced to require local education authorities in England and Wales who have not already done so to make plans for the abolition of selection in secondary education, and to deal with certain other matters.**
>
> ’
>
> —from the Queen's Speech

The Government announced on August 6 that for the first time total resources of £25m for school building would be earmarked for comprehensive education.

Eighty-two l.e.a.s in England have submitted bids to the Education Secretary, and he hopes to tell individual authorities within the next few weeks which of their projects are eligible to start under this part of the programme.

The Government's plan to concentrate what money they have on those with special needs and on the vocational preparation of those aged between 16 and 19 was also to be expected, though previous statements have stressed that all children of statutory age will be given priority.

However, recent decisions by the DES have been based on the principle of positive discrimination.

Within the 1976-77 school building programme, £20m is estimated for the improvement and replacement of primary and secondary schools, and £9m for nursery education. The l.e.a.s have been advised that they should choose replacement or improvement projects which take account of how they improve unsatisfactory conditions in difficult areas, and that in nursery education they should give priority to the needs of disadvantaged children.

The teacher quota for local education authorities takes account of the needs of social priority schools, slow learners and immigrants.

Plans for 16 to 19-year-olds are being worked out at the moment and are likely to be aired at a special conference early in the new year. The Government are committed to a policy of compulsory day release, but this is now likely to form only part of a much broader policy.

Despite the considerable expansion of higher and further education, around 300,000 young people a large proportion of whom are girls, leave school each year to enter jobs with little or no opportunity for training and further education.

Bitter regret'—Tories

mpaing the Queen's Speech, Norman St John-Stevas, Opposi- n spokesman on education, said Tuesday night that Mr Fred ley, the Education Secretary, ... the educational debate ... the sterile conflict between ... and comprehensive

"I bitterly regret this", he told ... Conservative Association. I had hoped in the coming 12 ... to initiate an intelligent informed and non-partisan ... on how to improve ehensive schools." The Con- s would continue with their to do this, but it was inevit- energies would be diverted e old struggle.

force education authorities policies of which they dis- d when there was an acute e of money for education d create chaos and confusion. s children who would suffer. s it clear that legislative n would succeed. A third l.e.a.s said they could not reorganize by the beginning of the 1980s.

The proposed legislation would have important constitutional implications. "The decision on how to organize schools has long been one for local education authorities. To take this away is to take a giant stride towards a state-centred system of education. This might well at a later stage open the way for political manipulation of the system."

The proposal that l.e.a.s should submit plans to take up places at independent schools to Mr Mulley was another large constitutional change. The fundamental duty of local authorities as laid down in successive education Acts was not to provide schools themselves, but to see that schools were available to children in their area.

Mr Peter Fairweather, of the Confederation for the Advancement of State Education, said they would have liked a firm date fixed for going comprehensive. It would be a tragedy if the resources were not available to do it properly.

ts in quality meet demand

th College of Further Edu- has had to reduce the quality cation it offers in order to the increased demand for full- courses from unemployed l leavers, said Mr W. B. , the principal, last week.

report to his governors he t because of the high level employment the number of e enrolments had increased per cent. Fewer young were on apprentice schemes e the number of part-time stu- had fallen by 800.

ect the full-time demand Mr says: "We have had to drastically elsewhere, and we in the position where we stay within our budget by cur- practical work and teaching ly overloaded units."

ay part-time courses had combined. Some groups of would receive only 75 to per cent of the practical tuition would have had normally.

extra staff had been taken on. course had been allowed to unless another closed. Next new conditions of service lead to a reduction in tea- working hours and to meet the governors have asked for extra full-time teachers.

Minister says drop religion

The statutory inclusion of religious education in the curriculum is attacked in the current issue of the journal of the Assistant Masters Association.

Mr Alexander Conn, a Methodist minister and head of religious studies at Immingham comprehensive school, Humberside, says it is not the schools' job to convert pupils to Christianity. The time has come to repeal the requirement in the 1944 Education Act.

The AMA. Assistant Masters Association, 29 Gordon Square, London WC1.

Decision-taking

The Education, Arts and Home Office sub-committee of the House of Commons Expenditure Committee is looking into priorities and decision taking in the Department of Education and Science. Miss Janet Fookes, MP, the committee chairman, is inviting evidence from anyone who wishes to give it. Communications to: Clerk of Education, Arts and Home Office Sub-Committee, Committee Office, House of Commons, London SW1.

Free school reprieved

Grants of nearly £13,000, from the Gulbenkian, Wates and City Parochial foundations, have given the White Lion Street Free School in Islington, North London, a last minute reprieve.

The school, which has been running for three years, was threatened with closure when the Inner London Education Authority refused to give a grant of £12,000 for its educational activities. The Wates Foundation had previously paid for these.

After the ILEA's decision, the Wates Foundation have agreed "exceptionally" to grant £3,000 more. The Gulbenkian Foundation will give £6,937 over one year and the City Parochial Foundation £3,000.

The school's community and pre-school activities are paid for by Islington Borough Council. The ILEA will continue to pay for meals, milk and youth activities.

The White Lion is a non-fee-paying, experimental community school for all ages. It is registered with the Department of Education and Science as independent, and with the Charity Commissioners as a charity.

GPDST choice

The 22 direct grant girls' schools which belong to the Girls' Public Day School Trust have decided to go independent when the direct grant ends next year.

The schools, which educate nearly 11,000 girls aged 11 to 18, indicated from the start that they would go independent if practical. But it was only last week that they wrote to Mr Fred Mulley, Secretary of State for Education, informing him of their decision.

Prom on record

Plans are now well advanced to issue a record of the first *Times Educational Supplement* Schools Prom concert which was held earlier this month at the Royal Albert Hall.

The concert was recorded by the BBC who have agreed that the *TES* should issue it as a double LP. All the schools and colleges who played on that memorable evening will be represented on the record.

Full details of the album will be given in next week's *TES*. The price is likely to be between £3.50 and £4 including postage and packing. It will be available only from *The Times Educational Supplement*, New Printing House Square, PO Box 7, Gray's Inn Road, London, WC1.

Quarter of candidates get the wrong marks

by Bob Doe

A quarter of O level and CSE candidates are given the wrong grades, according to a Schools Council report published this week.

The Reliability of Examinations at 16-plus says that because of imperfections in measurements made by exams where a five-point scale is used, grades could be under or over-estimated by about one grade. A pupil given a C is likely to have got a B or a D in slightly different circumstances.

The authors, Mr Alan Willmott, of the National Foundation for Educational Research, and Dr Desmond Nuttall, senior educational researcher at the Schools Council, say there are many reasons why a candidate might have got a different grade from the one awarded. Mood or health on the day of the exam might affect performance, as might noise or the weather. The questions might have been more or less to his liking and a different examiner might have marked the paper.

Dr Nuttall and Mr Willmott looked at 29 O level and 83 CSE exams. On the basis of inconsistencies that can be attributed to the exam alone, they conclude that 16-plus exams are accurate to within one grade either side of that awarded.

The report distinguishes between the reliability of exams—whether they measure whatever they measure consistently—and their validity—whether they measure what they are supposed to. An exam can be reliable without necessarily being valid, but the reverse is not true.

This week Dr Nuttall said the chances of substantially improving exams consistency was remote. "They are no less reliable than intelligence tests and the vast amount of money spent on intelligence tests has not raised their reliability to perfection.

"All tests, exams and interviews leave a lot to be desired. These exams are as reliable as any other technique of human assessment."

To test for consistency, rather than ask candidates to take the exam again to detect differences in performance or marking, the research looked at different parts of the exams as if they were separate measures of the same thing. The measure of reliability obtained in this way, or "internal consistency", is expressed as a coefficient ranging from 0, totally inconsistent, to 1.0, perfectly consistent.

They found that 0.88 was a typical figure for the reliability of marks on such exams. Translating that into marks, the true score of a candidate who scored 50 is somewhere between 39 and 61. An exam for 1,000 candidates with a reliability of 0.9 would misgrade 90 out of the 400 whose grade should have been a C. Of this 90, 45 were expected to get a B and 45 a D.

Dr Nuttall said these estimates were likely to overestimate the actual reliability of exams. They did not take into account factors outside the exam.

The report concludes that reliability on its own is useless. "Validity needs to be placed very much to the fore when any examination is constructed.

"With the present demands for examination at 16-plus, 17-plus and 18-plus, the need to ensure that they are measuring what it is thought they are measuring would seem to be rather important."

The purpose of these exams had to be thought out first, so that exams that did what was expected could be constructed.

The change to a common system of examining at 16-plus would not affect the reliability of marking.

The Reliability of Examinations at 16-plus. By Alan Willmott and Desmond Nuttall. Macmillan £4.65.

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Andrew Milne, History Department, Oundle School.

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21 Nov 75

Students shun HND courses

by David Hencke

Almost half the 360 Higher National Diploma courses in England and Wales failed to attract 20 or more students in October, 1974, according to confidential figures prepared by colleges and polytechnics for the Department of Education and Science.

At least 29 HND courses failed to run or were closed by regional inspectors. A further 31 courses could not recruit to double figures and the remaining 120 courses failed to reach admissions of 20 students.

Taken with the recruitment to degree courses, published last week, the figures show that more than 250 out of 1,060 courses at polytechnics and colleges of technology, with an admissions requirement of one A level or more, recruit below 20 students.

If the university figures are added, the dearth of suitably qualified science undergraduates and skilled technicians needed for British industry is revealed.

Sir Alex Smith, chairman of the Committee of Directors of Polytechnics, commenting specifically on the HND figures said, "I am very concerned about the shortage of skilled technicians. If this level of recruitment is continued these courses face almost certain death in the next decade with serious consequences for British industry."

An analysis of low recruitment to HND courses shows a similar pattern. Figures are low for science and technology, high in business studies, hotel and catering and agriculture.

Total recruitment has slightly increased between 1973 and 1974. First-year admissions to full-time courses went up from 3,502 to 3,701, and to sandwich courses from 4,853 to 4,981.

Numbers of students on HND courses have fallen from 19,165 to 18,953 on sandwich courses and increased from 8,355 to 8,592 full-time.

Courses that failed to run include four each in civil and electrical engineering and mathematics, two each in physics and chemical engineering, five in mechanical engineering, three in chemistry, and one each in computer studies, business studies, institutional management, metallurgy and languages.

Polytechnics who could not recruit students for some HND courses were Teesside, Huddersfield, North East London, Wolverhampton, North Staffordshire and South Bank.

Among the colleges of technology who failed to recruit are Wrexham, which has become part of the North East Wales Institute of Higher Education, and the Mid-Essex Technical College and North-East Essex Technical College, which are both due to become part of colleges of higher education.

Production engineering had one of the lowest recruitments. Figures returned to the DES before November 1 last year show that Lanchester Polytechnic had recruited one student; Birmingham Polytechnic, four and Hatfield Polytechnic six.

The largest recruitment was to Accrington College of Further Education (20) and Willesden and Salford Colleges of Technology (19 each).

Unlike degrees, HND courses operate with some disadvantages, including no provision for mandatory student grants until this September. They will also be replaced soon by new qualifications awarded by the Technician Education Council and the Business Education Council.

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The Illustrated
LONDON NEWS
Thirteen happy events a year

Local government conference by Mark Vaugh

Councils kick back at their critics

Local authorities were told this week to fight back against the criticisms levelled against them over the past few years.

Sir Lou Sherman, vice-chairman of the Association of Metropolitan Authorities, told the association's annual meeting in Eastbourne on Tuesday "We have been kicked in the teeth over the past two years on so many occasions where we don't bear the responsibility. Local government reorganization was imposed on us. There has been a muttering rising to cacophony about the whole range of services we provide costing too much".

Local authorities, Sir Lou said, stood in the crossfire from people who wanted more and better services.

The AMA meeting was held shortly before the start of the first local government conference representing all types of local authorities in England and Wales. The conference, which was addressed by the Prime Minister and Mr Anthony Crosland, Secretary of State for the Environment, on Thursday, was arranged by the AMA, the Association of County Councils and the Association of District Councils.

Sir Lou went on to warn delegates that they "must not be mesmerized" into thinking that the Layfield Committee of inquiry into local government finance would be the panacea for all the difficulties now faced by local authorities.

If the Government had taken a variety of organizations, such as the TUC and the CBI into their confidence, they should do the same for local authorities. This was imperative if the partnership between central and local government was to be real.

One crisis after another

The crisis in local government finance is not the first, but the sixth which this country has experienced in the past 100 years, the conference was told on Wednesday.

Professor Christopher Foster, head of the Centre for Urban Economics, London School of Economics, said the crisis which appeared in 1974 was similar to those of the mid-1880s, 1950s, and 1940s, and three earlier ones, the first in 1880. In all of them, Professor Foster said, their was a common pattern which began with local authority expenditure rising more quickly than government expenditure.

Protests from ratepayers followed and then the three same solutions to the difficulty were consid a new source of local incom creased government grant to authorities, or a transfer of to the government.

In the past the answer always been an increase in government contribution. Th "invariably seemed the most less solution". With few exc the idea of a new source of income had always been rej and only once was there a tr of function.

Professor Foster said it wa surprising that the authorities hit by a crisis in 1974. Local ex diture had been increasing rapidly in the years before there was a slow adjustment accelerating inflation.

'Open doors to art' say Arts Council

Lord Patrick Gibson, chairman of the Arts Council, called for a more effective use of schools, teachers' centres, libraries and town halls for the purpose of the arts.

Addressing a session on recreation and leisure on Wednesday, he said the departmentalization of some authorities blocked progress in the arts.

"If we are to be economical, as we must be, the dual or multiple use of facilities is essential and we have taken particular interest in exploring the scope for such use of old and new buildings.

"If we can prevent overlapping, encourage the joint use of existing buildings and other facilities, sweep away departmentalism and harness the volunteers, then even in times of stringency like the present, scarce resources need not prevent advance."

The Arts Council would do thing they could to encourag cooperation, especially between cation authorities and the arts.

"Without the arts, educatio largely sterile and without ed there cannot be much experie the arts. Those who work fo arts are therefore the natural of those who educate, and I only beg you who govern to d you can to smooth the path alliance. I pledge the Arts Co to do the same."

Because expenditure on the was less than 1 per cent of spent on education it was p to view the difficulty in its "p perspective". People could se the arts could be given a higher ority without damaging other lives.

PERSONAL COLUMN

Putting out the feelers

Tom Howarth

From time to time, there is a revival of interest in the education of the feelings, the development in the young of the heart as opposed to—or at any rate as well as—the head. Mr Sam Fisher, of the National Union of Teachers' executive, has been saying "Now we are beginning to get fully comprehensive education, we are realizing for the first time what pedagogy is all about—the needs of the individual". I am sure Mr Fisher in his more reflective moments knows perfectly well that there are no fresh starts like this, he like the rest of us being a pigmy on the shoulders of the giants who have devoted the skills of a lifetime to the needs of the individual child whether in the secondary moderns or at Eton. Certainly, however, the individual has emotional as well as cerebral needs, and it was interesting and timely to read an account in the *TES* of the Schools Council's approach to the matter (*Arts and the Adolescent.*)

A revival of interest in this subject is very much to the point. Many people are somewhat disturbed by certain manifestations of contemporary adolescent emotion connected with football matches, telephone kiosks, wall inscriptions and juvenile court proceedings. Disquiet about matters of this sort should not, however, blind us to the remarkable advance made by music in schools, in particular, during the post-war period. Almost as impressive, if you consider the base-line from which they started, are developments in art and drama. Arguably, the end-product in art and drama is more contentious. Aristides presumably enjoyed what he described as "Dan's innocently explicit porn" at a Royal Court Theatre adolescent workshop more than Dr Coggan might have done. All the same, a school which did not concern itself with art and drama to the best of its teaching ability and resources would these days be unsparingly condemned.

Judging, however, from the *TES* article, the Schools Council people seem to be arguing that the proportion of tuition time—10 per cent—afforded in the curriculum to arts subjects, excluding English, is too low. I would be inclined to agree if I thought that "arts" subjects, so defined, were the only way of helping children to emotional maturity. As it is, I don't. We have all met people in adult life who are creative artists, whose emotional life is catastrophic, if not retarded. One could instantly name four or five, brilliantly delineated, in Anthony Powell's great novel sequence. If Shakespeare may have reached a serene old age, Marlowe certainly didn't. Ideally, we need the 10 per cent superlatively done, but if we can't get that we are likely to create more problems than we solve if we erode too far the existing "academic" curriculum by adding more and more "arts" periods.

If we are genuinely concerned about emotional deprivation we should pay attention to what the principal of Ruskin was saying as he gave away the prizes at Highbury Grove. He said that the country was waking up to the fact that 2m adults were sub-literate and that many cannot cope with traffic signs, let alone social security forms, applications or income tax returns. That really is emotional deprivation and to stop it is a higher priority in education than anything else.

I cannot help wondering about that tell-tale phrase "excluding English". Dr Leavis, for one, would not be pleased. For my part, I am nearly tone-deaf and although I love looking at pictures (with exceptions like Jackson Pollock and Puvis de Chavannes) I can't draw, and would be in a state of appalling emotional turmoil if I tried to. On the other hand, I acquired at school an abiding love of poetry, which does I think help with the emotions. But then I was lucky enough to be at school at a time when we learnt a lot of it by heart.

We are beginning, you see, to be driven back to Mr Fisher and the needs of the individual. The members of the Schools Council project looking into the arts curriculum were indignant when a headm told them "You can't be science". I dare say that pa head may have had enough mental drama for the mome didn't share the producers' for Dan's innocently explicit however well rehearsed. At the time, his observation would the starting point of every apologia for science.

The fact is, however, that sc tists have feelings and fee which are aroused to a great of pleasurable and innocent what they are doing and how are doing it. Much the same is of mathematicians. A passi love of German verbs is admi rarer (anybody in doubt abou should read a clinical study Browning called "A Grammari Funeral"), but then you never what it may lead to. Suppose, instance, you are 18 and you the flaxen-haired girl of your dre on the banks of the Rhine, you do better to talk to her in the la guage of Heine than that of A bury or West Hartlepool and— knows?—you may as a result more or less happily ever after. on the other hand, your tempe ment is more Bohemian or you rive in later life much pleas from attending International conferences, the ability to t neat phrase in French may be satisfying emotionally. The ch is often father to the man in the matters.

Not so long ago, a great man teachers held the view that children's emotions were affec for the better by religious ob vances. Indeed, many still do. is not surprised, for instance, learn that some first-year stud attempting the creative arts at Tameside College of Technol had deep religious beliefs "wh had produced a few conflict I hope their teachers reminde them that Georges Rouault d find art and religion incompatible

Then again, there are oth teachers who think with Word worth that mountains and sce and the splendour of the se sun should be a necessary pa one's emotional life in "Enough of science and of close up these barren leaves." another Wednesday comes the timetable, as the bus is up.

There are certainly no answers to this one.

iller gets public warning tussle with governors

ephen Cohen

ence Miller, director of London Polytechnic, was sharp rap over the knuckles ek in a report on some of his s over the past two years.

report of a committee of , chaired by Judge Eric dale, was accepted by the chnic's governors by 17 votes e.

Miller was told, in effect, to e line and not go behind the of his governors.

committee was set up in after the governors called for Miller's suspension when it was ered he had written to the ation Secretary proposing a ction in the number of stu seats on the polytechnic's mic board. The governors already decided on a level of ent representation and Mr er had been a party to their sion

e Stockdale report says Mr er has the rights of free speech to write articles and letters. The t of governors have no right to r the expression of his views or can they gag him.

cceptance of any post, however, implies an agreement to act nably when making speeches when writing articles and s which relate to that post.

he court are entitled to expect director to exercise his rights ssibly, and with due regard the feelings of others, whether nors, staff or students. This rticularly so when the gover have expressed their view on a n topic, and even more so when director has been a party to a sion of the court, of which he is self a member."

e report says the governors entitled to expect that Mr Miller forms with the spirit as well the letter of their decisions. y ought to be able to rely on m to carry out their expressed shes loyally.

The inquiry committee were con ous of the "many difficulties" ch have beset both the polytech and the director.

"These may perhaps be regarded some excuse for an isolated lapse error of judgment. Less excus is a repeated lapse or error. too, is a failure to think about possible consequences of a ually drafted letter, written on polytechnic headed notepaper, h contradicts the decision of court of governors."

e report quotes an extract from Miller's second letter to the Edu n Secretary, after the furore the first letter.

Mr Miller : in a job requiring discretion.

"I now find that an extremely strong reaction to my letter has developed.

"In view of the unexpected turn of events, and in order to avoid possible damage to the polytechnic I now beg leave to withdraw my letter of February 18."

The inquiry committee "note that the director failed to expect 'such a reaction or such criticism'. We assume that it was a similar lack of foresight which led the director to make the ill-considered statement about staff and students".

Mr Miller said in June he itched for the ability to hang malignant students, staff who supported "wreckers" should be watched closely and that sociology was in the same condition chemistry was when it was called alchemy. This lack of foresight also made him overlook the possibility that his remarks might cause damage to the polytechnic.

Although the report does not mention suspension or dismissal, the final paragraph lays down the law.

"In a sense there is no measure which can 'ensure' that there will be no further unfortunate letters sent by the director. However, the committee feel that further indiscretions may be prevented by the court's formally drawing the attention of the director to this report. The director must realize, if the court adopt the report, that any future ill-considered correspondence on his part would be regarded as a serious matter, not least because it would reveal a significant lack of discretion on the part of one whose job essentially requires discretion."

Students picketed the governors' meeting on Monday and dispersed peacefully.

A move to launch a weeklong occupation of the college offices in Holloway was later withdrawn by the student union executive.

Mr Jeff Rosenberg, the president, blamed poor attendance. Although all lectures were cancelled, fewer than 300 out of 3,500 students at NLP attended the meeting.

After accepting the Stockdale report, this week's governors' meeting was due to consider coopting two new members. However, the meeting was adjourned. There is a third vacancy on the court since London University has not yet made up its mind to renominate Professor E. J. Le Fevre.

Professor Le Fevre is a critic of Mr Miller and his renomination was blocked by Lord Annan, provost of University College, London, in an unprecedented scene at the university's senate meeting last July. Lord Annan has been one of Mr Miller's strongest supporters in recent months.

Professor Le Fevre sat on the Stockdale committee but was unable to be present at the governors' meeting because his term of office expired in July. He said this week it was noteworthy that whereas the governors had voted 16 to nine for Mr Miller's suspension, the report criticizing Mr Miller had been passed by 17 to five.

"This would seem to remove support from the theory that I am responsible for Mr Miller's troubles," he said.

Avoid confrontation in the classroom, say Mistresses

by Francis Stadlen

Teachers need leadership, support and self-discipline as much as children if schools are to run smoothly says a discussion document published by the Association of Assistant Mistresses this week.

The association's education committee studied school organization to discover what makes pupils accept order. They do not come out in favour of any particular method of school discipline, but raise some relevant issues and suggest possible approaches.

These suggestions are aimed at their 37,000 members who teach mainly in state schools.

Teachers must be collectively and individually consistent. Staff should agree on acceptable behaviour, routines and duties, and ensure that both parents and pupils accept their approach.

New teachers should be told how the school runs. One way of doing this is to produce a folder on staff responsibilities, daily routine, homework and other matters.

Teachers sometimes act inappropriately or ignorantly. This can be the result of personal stress. In all cases they should be able to consult colleagues who are responsible for giving help or advice.

Effective punishment should be allowed for minor offences. The association say that detention, a form of punishment favoured by many members, is useful if administered fairly and supported by parents.

The best way of dealing with disruptive pupils is often isolation and individual attention. Putting pupils on report can also produce "a rapid improvement".

More serious difficulties, the association maintain, "have their roots outside school". Attention and success are the best remedy for unsatisfactory home conditions. Teachers will need "all their reserves of tolerance, goodwill and professional expertise" to deal with difficult pupils.

If trouble starts in a class, they should keep calm and try to avoid a confrontation. If necessary they should send the child out. They run a "considerable risk of being assaulted" if they force him out or intervene in a fight.

They are advised to "refrain from any form of physical discipline, or even physical contact" when dealing with a disturbed child. It is a sign of professional maturity to send for help. Assaulted teachers should report the incident to the doctor, their head and their professional association.

To deal successfully with disruptive children, teachers need the support of other services. The main link between the school and these services should be the educational welfare officer, who should also keep in touch with the parents.

Truancy can be controlled if teachers fill in and check their registers. They must report pupils missing from lessons and work closely with the educational welfare officer.

Schools should keep in touch with parents through meetings, reports, newsletters and individual interviews. Teachers should not visit pupils' homes unless invited.

More than half the report is taken up with appendices describing practices in selected schools. They include rules, staff duties and suggestions for managing a class. There are notes on the legal rights of assaulted teachers and a description of a sanctuary for difficult children.

The Maintenance of Order in the School Community: An AAM Discussion Document. Association of Assistant Mistresses, 29 Gordon Square, London WC1.

peak up against cuts–Boyle

who believe in the welfare country's education service a duty to speak up at this moment in its history, said Boyle, vice-chancellor of s University, when he addres public meeting in the city last day.

y opinions are moulded by sion. People should monitor is said on television about public expenditure and then prepared to seek air time to up when education is attacked. local authority expenditure d: "There are half a dozen kasts on the rates to every one what the rates actually pro

urday's meeting, "Education in er", was held at Leeds Poly and organized by the Leeds aign Against Cuts in Educa formed 12 months ago by trade sts working in schools and es in the city.

audience of over 200 heard three main speakers—Lord , Mr Charles Clarke, president National Union of Students, Mr Bob Cryer, Labour MP for hley—question the Govern 's policy of reducing public nditure.

rd Boyle said teacher employ t was the next vulnerable area, Government's decision to keep -student ratios in schools at a dstill "means saying goodbye sing the downturn in numbers improve quality".

ard Boyle said he still supported Robbins principle that any boy girl who has the qualifications the necessary motivation to take a polytechnic or university course should be allowed to do so. "The real test of educational opportunity is whether the same opportunity exists all the way up the system," he said. "If you improve one stage of the education system then you have got to improve it all the way up."

Mr Clarke said he was glad to see Lord Boyle on the platform. He criticized many vice-chancellors who, he said, ignored the overall plight of the education system and put the universities' case in isolation. "The university sector is not the hardest hit in my personal estimation."

Mr Cryer attacked teachers' representatives on education committees for letting cuts go ahead. They should be much more vigilant.

Mr Alfred Tallant, former Labour chairman of Leeds Education Committee, said the way fee increases had cut adult classes in the city was a disgrace. In Seacroft, which he described as probably the most typical working-class area, fees were so high that the number of classes had fallen from 71 to 18.

Reading levels 'not good enough'

The improvement in reading standards of backward readers in inner London secondary schools is not good enough, Mr Robert Vigars, the leader of the Conservative opposition on the Inner London Education Authority, said this week.

At a meeting of the education committee, he criticized the recent claims of the ILEA literacy survey that poor readers had made "remarkably good progress" since primary school.

"All the survey shows is that a group of 26,000 children could read better in 1973 after two years of secondary school than they could in 1971 in their last year of primary school", Mr Vigars said. "The fact that in 1973 they were three points below the national average, as against six points in 1971, is not especially encouraging."

A backward reader would be expected to catch up more than that in his first two years at secondary school. "That he should still be three points below the average is not a matter for congratulation."

Next week

Danilo Dolci writes about his new educational experiment with the children of Sicilian peasant families.

Sheila Wolfendale and Trevor Bryans on the changing role of the educational psychologist.

Books : Mary Warnock on the philosophy of "open" education ; Janet Watts on the history of the English landscape garden ; Eileen Barker on religion and biology ; Joe Benjamin on health education : geography textbooks.

TES Extra : Polytechnics.

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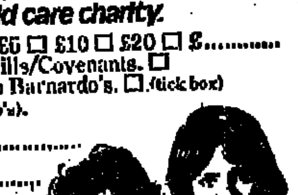
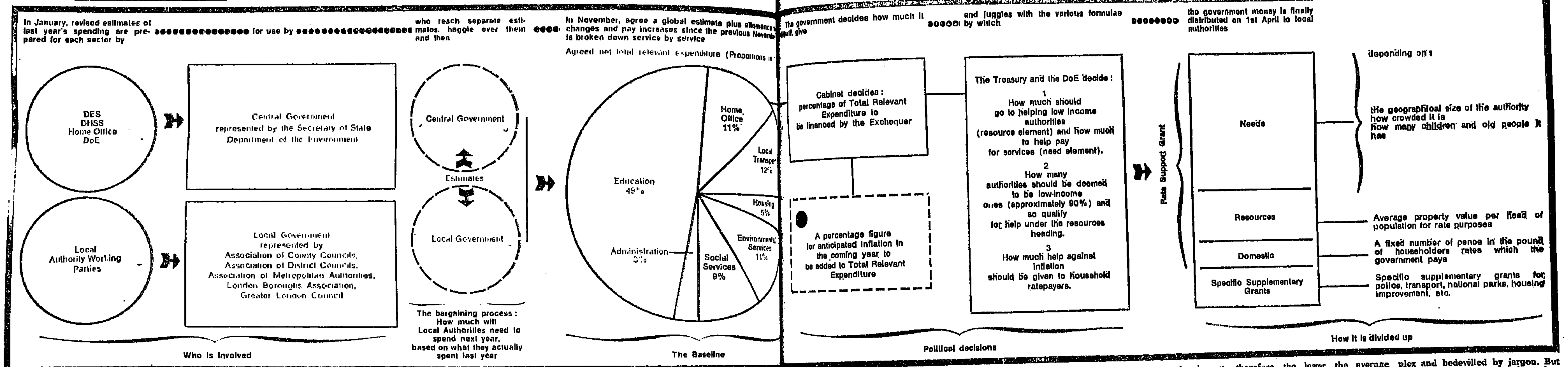


SPECIAL

The rate support grant: A long yea journey from last year's estimates to next year's aid


In January, revised estimates of last year's spending are prepared for each sector by
DES
DHSS
Home Office
DoE
Local Authority Working Parties
for use by
Central Government represented by the Secretary of State Department of the Environment
Local Government represented by Association of County Councils, Association of District Councils, Association of Metropolitan Authorities, London Boroughs Association, Greater London Council
Who is involved
who reach separate estimates, haggle over them and then
Central Government
Estimates
Local Government
The bargaining process: How much will Local Authorities need to spend next year, based on what they actually spent last year
In November, agree a global estimate plus allowance changes and pay increases since the previous Novemb is broken down service by service
Agreed net total relevant expenditure (Proportions in
Education 49%
Home Office 11%
Local Transp 12%
Housing 5%
Environmental Services 11%
Social Services 9%
Administration 3%
The Baseline
The government decides how much it will give
Cabinet decides: percentage of Total Relevant Expenditure to be financed by the Exchequer
A percentage figure for anticipated inflation in the coming year to be added to Total Relevant Expenditure
and juggles with the various formulae by which
The Treasury and the DoE decide:
1 How much should go to helping low income authorities (resource element) and how much to help pay for services (need element).
2 How many authorities should be deemed to be low-income ones (approximately 90%) and so qualify for help under the resources heading.
3 How much help against inflation should be given to household ratepayers.
Political decisions
the government money is finally distributed on 1st April to local authorities
Rate Support Grant
Needs
Resources
Domestic
Specific Supplementary Grants
depending on:
the geographical size of the authority
how crowded it is
how many children and old people it has
Average property value per head of population for rate purposes
A fixed number of pence in the pound of householders rates which the government pays
Specific supplementary grants for police, transport, national parks, housing improvement, etc.
How it is divided up

●

It looks as though this year the Government have added an extra stage to the process, which could prove as important an innovation as the switch from percentage grants to a block grant in 1958.

If the threats to impose cash limits prove real, then the Cabinet must take a view about inflation. This will mean including a provision for inflation—and theoretically no extra cash next November. Whatever their view, though, it is not yet clear whether it will be announced separately, or merely emerge when the finer details of the settlement are made public.

Today's announcement of the rate support grant settlement reflects both the rising cost of local authority services and Government's efforts to control it. Here we set out the background and the machinery.

The rate support grant, the subsidy that central government gives to local government each year, is full of paradoxes.

To start with, it is a block grant. That means it comes as a lump sum with no indications to local authorities how much they should spend on which services. Yet, as the pie chart in the middle of the diagram above shows, the total sum on which the grant is based is made up of precise amounts.

The reason is that the total sum, represented by the pie chart, is an estimate of what the spending of all local authorities in relevant fields is going to be for the year under consideration—in this case, April 1976 to April 1977. That sum is a figure agreed between two sides (which is what the first part of the diagram is about). And you cannot expect two sides to agree a figure if they are not able to argue about the parts which make it up.

The two sides in this case are the local authorities, represented by their various associations, and central government, represented mainly by the Department of the Environment. They haggle over the details of each bit of local government spending.

At the end of it all, detailed figures are given for what total local authority spending in each service is expected to be, but there is no way at all of ensuring that each particular local authority does in fact devote the same proportion of its budget to each one.

Hitherto, the grant figure has been agreed in November and paid to local authorities the following year. The figure took no account of inflation which might be experienced during the coming year. That was dealt with by an increase order later on, when local authorities were given the same proportion of the costs of inflation as they were of the estimate. Last year, that proportion was two thirds.

However, the Government, in one more effort to control the local authority side of public spending, have included an allowance for inflation in the estimate, and they have implied that local authorities will not get any more in the course of the year. That is the meaning, in this context of cash limits. Moreover, the government have committed themselves to getting inflation down to single figures.

Yet businesses and local authorities are preparing their own budgets on the assumption that the Government will not meet their target and that inflation will be nearer 15 per cent. So local authorities are faced with a number of imponderables.

For this year, will the Government make good the difference? Or will they make cash limits meaningful by refusing to budge from today's agreement?

But there is also next year. Up to now, one year's settlement has always provided the starting point for next year's round of negotiations. What will happen to the gap between the Government's allowance for inflation and the real rate of increase? Will that be incorporated into the base figure for next year's settlement? Or will the cash limits approach be strictly adhered to, and next year's settlement be based on a rigid interpretation of this year's?

The implications of the cash limit approach go even deeper. Local authorities are in the business of providing services, most of which have been imposed upon them by statute. That is to say, they don't just have a given proportion of their budget to spend on education. They have a certain number of schoolchildren between the ages of five and 16 for whom they have to provide classrooms, teachers, books and so on.

The standard of service—that is, the size of classes, numbers of teachers, books and so on—varies from authority to authority, but within relatively narrow limits. Haggling over estimates, therefore, tends to take place in volume terms—in other words the number of schoolchildren to be educated on the assumption that a fixed cost can be put to each child's education.

This too varies, but only marginally from year to year. Services provided in the past form the basis of estimated services required next year, with their consequent costs. Argument comes mostly over extra services the Government demand from local authorities—for example, in the Children Act.

But if cash limits are seriously imposed and strictly adhered to, the emphasis in future is bound to move away from arguments about volume to ones about cost.

The current emphasis on volume is also reflected in the way the Government subsidy is finally distributed among the local authorities. The estimate of relevant expenditure, with its precise figures for spending on ferent services, is forgone proportion of that estimate the Government decide to actual rate support divided into three element

The smallest part, the do element, is in effect a direct the size of which is determined the Government, to every —ie, to every non-industri payer. The remainder of the is divided up, again in pr fixed by the Government, a resources element and element.

The assumption behind that authorities have two di tinct problems to face. One cerns the amount of money can expect to raise, mainly the rates. This varies with and wealth of their pop though the minimal services are expected to provide vary less. The resources element designed to even all author to a national standard which set at a point such that most rities fall below it.

The other problem concerns amount of services authoritie expected to provide—in words, the amount of money need. Hence the rather misle term of "needs" element fo remaining part of the grant. worked out according to form based partly on size and density population, but mainly on numbers (volume again) of who are, literally, a burden o rates—children of school age ple over 65 and so on.

There are difficulties in assumption behind the division resources and needs, but that it is worth taking a brief l at how it all arose. The block was first introduced in before that, there had been spe grants for particular services as education.

After the war, block grants replaced by specific perce grants, following the 1948 Government Act. They were in arrears—in other words the local authorities had spe money—on a percentage which varied from service to vice and which was fixed by ferent Acts of Parliament.

Moreover, at the same time Exchequer equalization gra forerunner of the resources el —was introduced to avoid a tion whereby the poorest auth had to impose the heaviest r order to make up the missing centages in the specific grants

Ten years later, perce grants were attacked from quarters. The Treasury disliked open-ended spending comm and the local authority asso

ered they would get more free- m from a block grant.

o therefore block grants came k, paid in advance, but limited a proportion of what expenditure was estimated to be. When current system finally settled wn in 1967-68 the figure was 54 er cent.

But those authorities with particularly large numbers of schoolchildren or old people felt they needed compensation for losing the specific grant. However high their education bill before, they had always known they would have to pay only a certain percentage of it themselves. Under the block grant system, they could no longer be certain of that. Hence the division of the rate support grant into a resources element—which replaced the old Exchequer equalization grant—and a needs element, designed to ensure that those with the heaviest commitments did not suffer too much.

Neither of these formulae caters for all the needy. With the resources element, authorities with declining populations lose out. The total amount of money an authority can get from the rates is divided by the number of people in the authority. The more people, therefore, the lower the average rateable value, and the more the authority would get from the resources element.

But this makes no allowance for declining populations.

The needs element suffers from the paradox that what may be a "need" for a local authority could be the exact opposite of a "need" in social indicator terms.

The rate support grant is complex and bedevilled by jargon. But it is by no means as complicated as it is made out. It is, though, lengthy, expensive, and unsatisfactory. Given that, crudely it is the means whereby the taxpayer subsidizes the ratepayer (or the left hand the right hand), and given that both taxpayers and ratepayers are voters, it ought to be possible to devise a system that is clean, efficient, and readily understood.

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ILEA knew of moves to oust head, counsel claims

WILLIAM TYNDALE SCHOOL

London inquiry Week three

Reports by Mark Jackson and Bob Doe

There was an active campaign by some of the managers of William Tyndale to have the head removed long before they called on the Inner London Education Authority to take action, it was claimed in the inquiry last week. And, according to Mr Stephen Sedley, counsel for the junior school teachers, the ILEA knew about it.

During his cross-examination of Mr Don Rice, the Islington divisional inspector responsible for the school, Mr Sedley read a letter from one manager, Mrs Elisabeth Hoodless, to Mr Harvey Hinds, chairman of the ILEA schools subcommittee, last April, two months before the managers passed a resolution asking the ILEA to take action.

The letter referred to a resolution, a petition, "and other activities to improve the plight of the children remaining in the junior part of the school". Mr Sedley asked Mr Rice if he thought the word "plight" an affront to himself and the school. Mr Rice said he did.

The letter then referred to Mr Ernest Armstrong, a former junior Education Minister. "The purpose of this letter is to mention Mr Ernest Armstrong's suggestion about transferring to the advisory service heads of a certain kind."

Mr Sedley said: "The way out of having a head who somebody doesn't approve of was to move him sideways into a desk job."

The letter continued: "Not a suggestion I support myself. I am still hoping there may be some way of avoiding the strife and disruption that seems to be the only alternative, not that I myself have ever feared conflict."

Mr Sedley asked Mr Rice: "Did you see in April 1975 disruption and strife as the only alternative to Mr Ellis's removal?" Mr Rice: "No." He agreed with Mr Sedley that the letter showed somebody was already thinking of removing the head.

Earlier, when cross-examined by Mrs Tessa Moorhouse, counsel for the managers, Mr Rice denied that the school was decrepit, poorly equipped and designated as being of special difficulty or that it had a preponderance of children with social and emotional problems, a description given to it by the teachers.

But under Mr Sedley's questioning, Mr Rice agreed that there had been a shortage of books and maths equipment, the building was decrepit and the school was designated as being one of exceptional difficulty, though it was not an EPA school. He also agreed that about half the children had social and emotional difficulties. Mr Rice said this was "typical for that area".

Mr Sedley accused Mr Rice of wishing to "hunt with the hounds and run with the hare". He said Mr Rice tempered his anwers to whatever he felt the questioner wanted him to say.

Mr Rice had told Mrs Moorhouse that the head, Mr Ellis, knew he was concerned about the school. Had Mr Rice ever expressed this concern to Mr Ellis?

Mr Rice: "It isn't my role to admonish or give value judgments. I have to work through heads of schools and try to improve what they are doing. My concern should have been apparent from the depth and frequency of my questioning."

Mr Sedley said Mr Hinds had told the staff that Mr Rice's report on the school in March had been "satisfactory on balance". Mr Rice denied that that was his interpretation of the report.

Mr Sedley asked why he had not been back to the school in the summer term if he had been concerned. He spoke of "storm signals" the previous year and suggested to Mr Rice that he was always trying to please everybody.

Mr Rice: "I was trying to steer a middle course. As an inspector I am an adviser, not a policy maker."

Mr Sedley said a letter from Mr Ellis to Mr Rice at the end of May this year had ended with a "rather loud plea for help". It "earnestly requested a meeting".

Mr Rice had made an appointment for July 2 but this had been overtaken by events and a meeting was held at County Hall on that day between Mr Hinds, the teachers and the managers. "Was the pressure of work so great that you could not go to the school in June?" Mr Sedley asked.

Mr Rice: "It was indeed." He had had two conferences to attend among other things. He had visited the school during that time to hear the steel band and to look at a teacher's room.

A letter to Mr Hinds from Mrs Anne Page, Islington's nomi ILEA member, was referred Monday.

The letter—yet to be give evidence—urged Mr Hinds to a full inspection, saying tha Rice's report of the decline i school roll and the concer pressed by the managers together reason enough for Birchenough to send in his te She warned that the Tyndal blem would not go away and it was for the authority "to the ILEA nettle" rather tha members of the public.

Dr Michael Birchenough ILEA's chief inspector, on Tu read to the inquiry reports o junior infants and infants s prepared by a team of inspe The inspectors visited the on October 16 for a week afte junior school staff had agre abandon their strike against tion. These supplemented reports on an inspection carri when most teachers were on

Mr Auld warned that the r could not be taken as concl They were simply part of th dence which would be treated i same ways as the rest. Neit nor anyone else could judg accuracy and relevance of reports until they had been tested in examination.

Cross-examined by Mrs house, Dr Birchenough said function of the inspectorate things went wrong with the s was to make an appreciation of situation and to apprise officers and members.

The ultimate step of closure not the inspectorate's functio was to make the situation work there was no provision for their in a breakdown. It would be ea matter if it were a question of

ion by individual teachers e there was a possibility of plinary action.

r Birchenough said the ultimate onsibility for deciding to hold ull inspection was his, except s asked to by the schools submittee. He was not aware that body of managers had ever rested a full inspection, although re had been cases where a group nspectors had been asked to visit chool. In listing to the inquiry individuals and bodies who ir request a full inspection, it simply not occurred to him to side managers.

d a request for an inspection re made he had no power to over- e it, but he thought he could line to agree to it.

Replying to a further question, Dr chenough said that he would t regard it as the inspectorate's tion to determine aims and ob- tives of a school. That was the sponsibility of the head and staff consultation with the governing dy. The inspectorate tried to sure that the defined aims were plemented.

The inquiry heard from Dr Birch- ough for the first time of a tele- one call, which he said was made him on October 15 this year Mr Robin Mabey, a manager. Mabey gave him five minutes decide whether to provide cer- n assurances about the exclusion m the school of the Tyndale tea- ers and their permanent replace- nt by the temporary staff. Fail- g these assurances he said he uld take steps to apply for a h Court injunction.

Sir Ashley Bramall, the ILEA der, said Dr Birchenough, ruled t there could be no question of plying to such demands. He said re were no grounds for obtain- g an order of the kind which was eatened.

Inspectors' report: 'No clear lead in th school'

Virtually every aspect of the running of William Tyndale junior school is criticized in a report presented to the inquiry by Dr Michael Birchenough, the ILEA chief inspector.

The report, prepared by a team of ILEA inspectors, is the result of the second stage of their inspection, which was carried out in the week after the staff had abandoned their strike against the visit. The inspectors warn that the circumstances were abnormal and might not reflect the usual condition of the school; and they say that they cannot make a final judgment.

On the basis of what they found, however, the inspectors say they are doubtful about the practical effects of the way in which the staff's philosophy was translated into action. Their doubts apply to:

- Standards of achievement "over the whole range".
- Methodology of teaching.
- Lack of planning and recording.
- Development of the curriculum.
- Teachers' requirements of the children and their response to them.
- Use of space within the school, care of equipment, and the balance of expenditure.
- The school's external relationships.

Apart from the work of the deputy head and of one or two experienced teachers who used a whole-class approach during the inspection, the degree of structure was "meagre or non-existent".

In particular, teachers of little experience have abandoned the principle of structured learning before they have the knowledge and skill to substitute anything equally effective. A particular instance is that of one well intentioned and articulate teacher devoted to individualized learning whose class of only eight or nine children worked very unevenly during the visit and was sometimes very turbulent.

Elsewhere oral instructions to the individual child were very common and often created further frequently vociferous demands on the teacher as many children were unable or unwilling to remember and so needed a great deal of intermittent attention which it would be quite impossible to supply in a class of larger size. It is indeed likely that the methods used in these classes are producing pupils who are exceptionally dependent on their teachers.

In his statement of aims the headmaster would encourage children to make their own decisions about their learning. In conversation he speaks of the confidence from the mastery of material and of children achieving their potential.

Sadly for so many children in the school it is not apparent that the interpretation of this thesis by teachers in the classroom has led to success in other aims he propounds in his statement. As in all schools, there are some teachers who can teach well and some who cannot teach so well. With the former and with the very small classes, even with the prevalent informal methods, good standards may result but with the others, poor standards would seem to be the consequence.

In respect of "making their own decisions", it may be symptomatic of the way thinking is developing when it is suggested by a member of staff, as quite recently, that a teacher should be permanently on duty as a playground leader to cater for the children who preferred to be outside the building.

What the inspectors regard as the most disturbing feature of the school is the effect of unstructured work on a number of children who did not have the will to apply themselves to routine tasks and were therefore not acquiring the skills they needed. It appeared to them that some children in English classes avoided the chores of learning, did very little writing, and had grown accustomed to doing very little indeed.

The systematic use of normal resources, detailed preparation and records are seen as a threat to the individual learning the teachers claim as their objective. In general, among these children there is a reluctance to write very much and spelling ability is particularly low. The wide variation in facility with language is borne out in the diagnostic testing which was done during the visit. Some, especially those within the two classes mentioned, coped well with the stages in reading development; others were at an elementary level.

The inspectors noticed indications that children who attended the teachers' "breakaway" school during the strike did better in general than the others. They thought this predictable since these children were likely to be the ones whose parents were already satisfied with their progress.

But the inspectors say that in the sample of children present during the second inspection there were some with a fluent command of speech and writing, and with well developed reading and reasoning skills. But these were almost wholly among the third-year and fourth-year classes.

The inspector for mathematics reported a generally low output of work and level of achievement. Most of the bookwork seen on both occasions was scanty and poorly presented and narrow in mathematical range. Some written work done during the week for the visiting inspector was generally poor in quality. Most of the teachers claimed to use entirely individual methods, providing work suitable for each child as they think fit. A variety of teacher-produced workcards and worksheets would assist this.

All classrooms have a little early number equipment but little use was being made of it. A central stock of mathematics apparatus seems not to be much used either, judging by the mint condition of some of the items. Some mathematical work is done in connexion with topics and one class was busy on mathematical models. It is probable that the extremes of the ability range are gaining least from the teaching. Only one teacher appears to keep records of progress.

On the teaching of other subjects, the report says:

Crafts: the children may choose embroidery or art/craft as optional activities. The work that was in evidence during the days of the inspection seemed to be of an *ad hoc* nature. Some items were of interest, but in general there appeared a gulf between what teachers said they were doing and intended to do, and the evidence of finished work.

. . . The approach to the subjects seems, however, to be haphazard and there is serious concern for the safety of pupils. . . .

Physical education: . . . one gymnastics lesson was seen; the children changed for it, but there was no evidence that they had been taught how to handle the apparatus. With gymnastics an optional activity, it is possible for a child not to do any. Swimming appears to be well taught by the swimming instructor and a range of sports is offered.

Environmental studies: in general, the teachers are content for the children to "experience" the environment—parks, markets, etc—without much writing, craft or mathematical work following from it.

History, geography and science interests are encouraged as they arise. There is no concept in these subjects of a developmental study of any area of knowledge.

The inspectors' comment on the general approach to the curriculum and to monitoring work standards.

There were no written schemes of work available until the teacher responsible for mathematics produced a newly prepared scheme on the second day of the visit. It is said that a small, intimate and stable staff can maintain close liaison on programmes of work. The preparation of forecasts of work to be done with the children is felt by the class teachers to produce inflexibility; diaries of work are not kept for the classes. A consequence of this might be the lack of progression in a child's bookwork perceived in some cases. The books supplied by the authority to record children's progress are unused. The cumulative record for each child is, however, completed annually; a very few pieces of children's work are to be found in them.

An examination was made of audio-visual equipment in the school. When reached in a muddled stockroom, much of it was found to be in disrepair.

Likewise an examination of the book stock showed the range of books in the school as limited. There are a few story books for the different reading levels; there is not the usual range of information books on the variety of subjects in the junior curriculum terest to junior school ch Many books are out of date and poor condition.

On the timetable, the inspecto say much store was laid by on the options system for after sessions, which could not be ated during the visit because of the reduced roll.

It appears to be well establ in fourth/third year classes afternoons are broken into ning, and French conversation occupy minority time. . . . two teachers appear to have st tured the morning progra around subject assignments. wise the sequence of activities appear to be largely ad hoc. tables were received for third year options, the head's ing, the use of the middle (afternoons only), and the use of cooker.

The headmaster sees "the sch as a centre for activity rather following a set programme". He is also very conscious of the outside world influence school. It is therefore, surpr and contradictory that have so manifestly been impaired the immediate vicinity of the sch

Open evenings for parents indeed, arranged in respect of ticular groups of children and particular purposes (e.g. prim secondary transfer), but gen meetings are no longer held. Sc reports are no longer issued. head seems to think that some the things the school is attemp had no hope of full parental s port, and he may well be right.

The inspectors regret the rift th say developed between the infa and junior schools. Certainly infants staff felt the problems of the junior school impinging upon the both directly and indirectly. The was some inter-visiting over the transfer of pupils but little oth contact.

The inspectors say that the he told them he aimed to "dimini the role distance between the te cher and child". He said: "The is little point in a show of authori without the means to carry it although there are limits to a cher's patience."

But the inspectors say that though the head was seeking more human relationship", became conscious of the adv reaction of many children friendly but firm approach children did not appear to learnt to live together in social mony, or to be at all capable adjusting to changed teacher- relationships.

It was, however, a matter of concern to the inspectors that many of the children had such bad manners in school and they felt the staff could not absolve themselves of all responsibility for this.

At the same time, the burden bearing on the school in respect of children with difficulties is recognized. Some of the children have long case histories with the welfare services, some have recently arrived in this country. The teachers undoubtedly care for their children and are aware of the background to their problems. With some children they will have succeeded as well as anyone but it is stated that their strategies with the children and, indeed, their requirements of them are inadequate for others and that more normal expectations, demands and insistencies are needed in respect of them.

The inspectors, whose evidence forms an interim report of an earlier inspection while the teachers were on strike, say that the circumstances were, if anything, more complex than during the first visit, and "quite inappropriate". The staff answered questions but did not volunteer information. At a final meeting with the inspector in charge, they were silent about the work of the school, although they behaved "professionally", the inspectors say, towards the team.

The head told the inspectors that he was a teacher first and foremost. He sought to create conditions in which staff took initiatives. At staff meetings there was equal participation in decision making, although he might have the responsibility of carrying the decisions out. He would hope to influence the course of school development. There appear to be frequent and lengthy staff meetings. Staff submit items for the agenda. Discussion papers may be produced but no agenda or minutes are kept. The deputy head no longer attends these meetings.

The inspectors say, in conclusion: When all account is taken of the rather abnormal circumstances of the inspection, they found cause for concern in it which demanded fuller examination and explanation. It was remarked that head and assistant teachers did not speak of each other's qualities to the inspectors. There is perhaps no clear lead in the school—the head may not want to lead.

The fervour of some staff may have led inexperienced teachers out of their pedagogical depth. For some there is such a conviction in their beliefs and practices that they are perhaps not open to persuasion upon them. The question remains how much are they in the right and how much in error and what is the true level of their achievements and their failures and what might they be prepared to do about it.

The inspectors have submitted their findings as the outcome of a most difficult assessment exercise and with all the qualifications inherent in the exceptional circumstances. They are not in a position to offer a final judgment.

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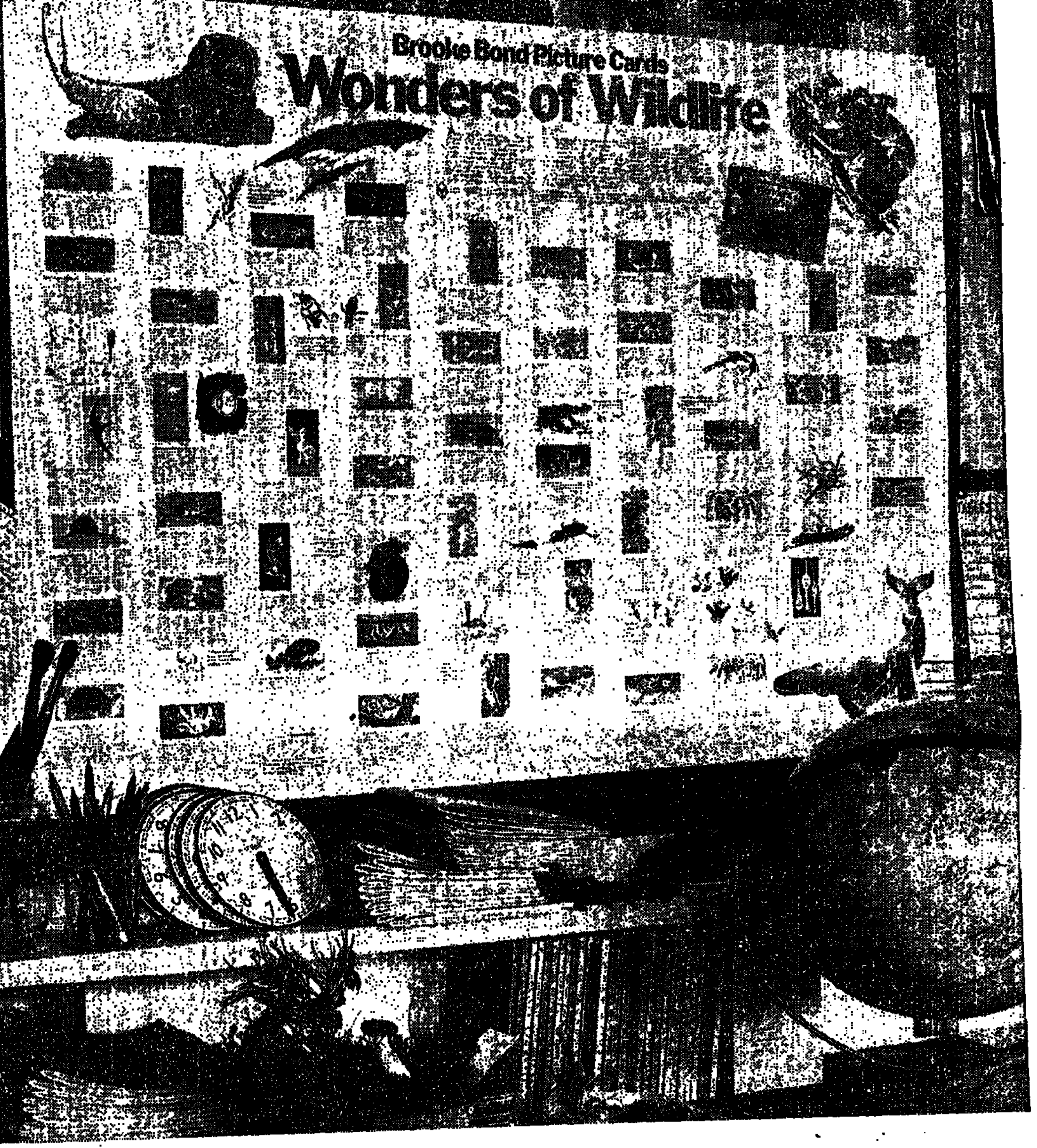

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Further details and application forms are available from the Head of Department of Professional Studies in Education, Trent Polytechnic, Clifton, Nottingham NG11 8NS. Completed forms should be returned by 5th January 1976.

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Further details from the Director of Advanced Studies, School of Education, University of Bath, Claverton Down, Bath, BA2 7AY.

Enfield brass band ran a one-day seminar recently at Kingsmead School, Enfield, to help young players. Th started in small workshop groups and ended the day playing together as one band.

John does the washing up…

by Bob Doe

Schools may soon find themselves breaking the law if they discriminate between boys and girls in any way or use "out of date" books, showing mum washing up in the kitchen with Janet while dad saws wood in the shed with John, according to a Labour women's group.

Teachers should not only persuade boys to take subjects like cookery and modern languages and girls metalwork and sciences. They should also make it difficult for them not to, say the National Joint Committee of Working Women's Organizations, in a document distributed by the Labour Party this week. They also want male headteachers to appoint women deputies to encourage more women teachers to seek promotion. Skills in shorthand and typing should be on a par with O and A levels for college entrance.

The document is a reply to the recent inspector's report, *Curricular Differences for Boys and Girls*. This found that boys and girls were separated for some lessons in 98 per cent of the schools studied.

The joint committee, who represent 18 trade unions and various socialist women's groups, want cookery, home economics and parenthood taught to mixed classes in the lower secondary school. Early specialization and curricular arrangements that lead to "sex-oriented package deals and composite courses" should be discouraged.

Dr Margherita Rendel, a lecturer at Institute of Education, London University, who represents the Fabian Society, said this meant children should be free to choose and not be limited by sexual stereotypes.

Local authorities should make sure they do not break the Sex Discrimination Act through the curriculum and materials used in schools, said Mrs Judith Parrish, the Socialist Education Association representative.

The document wants advisers, managers and governors to "discourage any division of the sexes for the teaching or learning of any subject including sports and games, in primary schools".

Books that portray an "extremely stereotyped view" of men's and women's lives should be withdrawn from schools and replaced by those encouraging "open choice and change of roles between the sexes".

The document gives an example: "Do you help your mummy in the kitchen with the cooking? Some *boys and girls* can make lovely cakes and dinners". It is not clear, however, whether this is an example of bad practice (mummy in the kitchen) or good (boys and girls make cakes).

Primary schools should examine closely any ways in which boys and girls are treated differently to see if the differences are valid. "Are there different playgrounds for boys and girls? Are boys and girls to help with different jobs?"

Strong girls should be allowed to move furniture around the schools and boys should take part in more delicate tasks, like arranging flowers and showing visitors around, the document suggests.

Children are also affected by the fact that while most primary teachers are women, most primary head teachers are men. More women should become heads and deputy heads.

Mrs Parrish said women teachers should not be pushed into "senior woman" jobs where they looked after the girls alone. When it came to interviews for headships such women were said only to have had experience of dealing with girls, whereas it was never said of men that they didn't have experience of looking after girls.

Dr Rendel said some authorities stated on their application forms that no women would be considered for the headship of a mixed secondary school.

In further education colleges, the women want qualifications in office skills, such as those awarded by the Royal Society of Arts or the City and Guilds, made equivalent to O and A levels. This would allow them to be used for entry to advanced courses.

Miss Joan Lipson, who represents the Association of Professional, Executive, Clerical and Computer Staff (APEX), called on the Government to give a firm date when day-release for employees up to the age of 18 would become compulsory. There was not enough day-release for either sex, but girls were doubly discriminated against because they tended to be employed in indus such as foods and textiles, wh there was little day-release.

Apprenticeships and skill trai tended to go to boys and girls take craft or technic courses. Colleges should offer ing-up courses in crafts and ma matics and girls should be give taste of technical courses be embarking on them full-time.

The Sex Discrimination Act, wh becomes law on December 29, ma it illegal to discriminate on grounds in the admission or tr ment of pupils in schools or other educational institution, pu or private. The Act makes an exc tion of single-sex institutions provisions relating to admiss will not be applied until September.

The Department of Education Science are drafting a circular local education authorities on implications of the Act. This draw attention to the recommenda tions contained in the HMI's rep on curricular differences.

A spokesman for the Departm said "In the end it is not for the DES but for local authorities teachers to interpret the act in the way it affects the curricul Whether the materials used are co travening the act is up to teache parents and others to decide."

Where discrimination is allege individuals have access to the cou and industrial tribunals. Courts have power to award damages, when only feelings are hurt when discrimination is shown have been deliberate. They also give an injunction against lawful discrimination, wheth intentional or not.

Complaints about l.e.a.s or scho and colleges should first be sent the DES. They would then dec whether they had powers to act if the complaint should be refer to the Equal Opportunities Comm sion.

The commission will investi unlawful discriminatory practic issue notices requiring them to b stopped, and to enforce such notic in the courts. They are also re sponsible for enforcing the Ac where contraventions produce direct victims, such as in adverti ing, and can assist individual's cases which raise general principle

Lab safety puts staff on the spot

Teachers may be prosecuted if they fail to take reasonable safety precautions in school laboratories as a result of the Health and Safety at Work Act (1974).

The Health and Safety Executive set up under the Act can inspect school premises and practices, just like any other work place. Discussions are now going on between the executive and the Department of Education and Science on how this should be done.

Mr Norman Booth, staff HMI for science, writes in the latest edition of the Chemical Society's *Education in Chemistry* that "There is a deal of concern amongst science teachers at all levels about the implications of the Act".

At the moment, says Mr Booth, the executive's officers are likely to descend on a school, especially where there has been an explosion, electrocution or infection in a laboratory.

No one wanted to reduce science teaching to chalk and talk. The discussions between the DES and the executive were to ensure hazards are reduced to a minimum. "We have been mostly very diligent about this already", Mr Booth says. "From now on it must be all who are diligent."

Concern over safety is shown by the Association for Science Education's publications on laboratory safety and the DES *Safety in Science Laboratories*.

"A teacher, and equally an l.e.a. or governing body will not necessarily be in trouble for failure to do as the relevant code says, but rather for neglecting to take all reasonably practicable steps to ensure safe working."

In the same edition of *Education in Chemistry*, Mr T. P. Borrows, head of science at Pimlico School, London, says the head of department must become a safety officer, with responsibility for less experienced staff such as technicians as well as pupils.

"He will probably need not merely to advise them on how to carry out potentially hazardous operations (such as adding acid to water) but also to anticipate the harm that the willing but totally ignorant part-time washer-up could inflict upon herself."

Factory inspectors can now forbid certain activities. Nearly 2,000 of these notices have been issued since the Act came into effect in April. None have affected schools.

Some local authorities may use the Act as an excuse for saving money. "Under the pretext of safety they will encourage or struct teachers to go back to the old days of chalk, talk and demon stration and cast aside all the ex citing developments of pupil oriented practical work. . . Tea chers must be prepared to fight against this."

Education in Chemistry, November 1975, volume 12, number 6. *Safety in Science Laboratories*, number DES Safety Series, HMSO.

esearch findings istorted'–NFER

ional Foundation for Educa Research this week hit back paper criticism by accusing ers of dangerously over ing their research findings.

statement they say they are happy to put their find the disposal of the educa community. But they were ingly disturbed at the extent ich these were simplified by ess and in public comment. NFER were often credited with sions and recommendations, all they had done was publish people's work.

Progress and Problems in al Education, for example, they opinions of one participant in mposium were given as NFER y in many press reports.

ne of the worst distortion of R research was by the authors the latest Black Paper, according Dr Bruce Choppin, a principal arch officer at the NFER.

ting in the new issue of *Edu al Research*, he says the 1975 k Paper draws heavily on NFER ces to support the argument that comprehensive education and modern methods were failing.

An article by Mr Fred Naylor, for example, used figures in the 1967 NFER report on achievement in mathematics. He noted that comprehensives produced fewer mathematicians than grammar schools, and argued that this indicated a fall in standards. But this is fallacious, Dr Choppin says. The flow of A level mathematicians depended on many factors, including the size of the school and sixth form.

To overcome this, NFER researchers gave standard maths tests to pupils in all types of school. They concluded that there was no clear evidence yet about the superiority or inferiority of comprehensives.

In another part of the Black Paper reference was made to the Start and Wells study into reading standards. It was claimed that this study showed that literacy was declining, whereas it indicated that the rate of increase in literacy was levelling out.

Educational Research 18 : 1. NFER Publishing Company, 2 Jennings Buildings, Thames Avenue, Windsor, Berkshire. £1.50.

Os blame dustry for d training

Training Services Agency may ong to criticize schools for not paring pupils for work when real ge is needed in our old ioned industrial system, say the ety of Education Officers in r comments on the TSA's pro als for vocational preparation of ng people.

The TSA document, published this mer, called for special "gateway ourses" to prepare young people r work. It also criticized schools r not helping pupils to move from hool to work.

The SEO reply that the document ested that schools should change fit in with work, rather than the er way round. They suggest that country's economic ills are a ult of the workers' willingness to ept industry without question.

"Possibly the qualities of maturity and independence which the en identifies as likely in young ple now leaving school are rele t to the improvement of an ecially old fashioned industrial economic system."

Though the officers welcome the ort, they say that it suffers from understandings because the TSA ed to consult educational inter properly.

ittle reference was made to the ribution made by the education ice to industrial training. The ort did not consider the avail ity of local authority resources. and not understand the relation between careers teacher and ers officer. Its recommenda that the careers service should its advice to pupils most need help would be retrogressive.

oo many young people received industrial training, but care be taken in identifying their ds. The TSA proposals were too the present training board ture. The suggested courses re also too like existing ones to rest those young people who ised formal training courses.

Because money was short, what re was should be spent on exist good practices rather than on untried ventures. "If a large ction of money is to be made ilable for the 16 to 19 age-range d this is not before time) then education service must have a or part to play in partnership industry."

Speaking at Oxford College of rther Education last week, Lord wther-Hunt, the Minister in rge of further education, repea the Government's commitment give priority to the 16 to 19 age oup who have left school.

"It is estimated that in West rmany, where there are statutory rangements, about 85 per cent of ung people in employment are ceiving part-time education to plement their training. The com rable figure for this country is t over 20 per cent. And that is e measure of what we need to do, n my view, in this country".

Wolf, wolf: Leeds find lost £1m

Fears that Leeds University would lose over £1m this year have proved to be groundless. Lord Boyle, the university vice-chancellor, reported yesterday that the deficit was less than £300,000 and that there was nearly £500,000 in financial reserves.

Last year Lord Boyle said in his annual statement that a deficit of £1,015,000 was in sight. Nearly every other university vice-chancellor was saying much the same thing although the figures varied up and down the country. It now appears that, in Leeds' case at least, "Wolf" was cried too soon.

Extra money arrived from the University Grants Committee and the local hospital authority. Clever management of readily available cash earnt £90,000 by short-term investment, sometimes of only two or three days, at high interest rates.

As there were accumulated surpluses of £786,000 from previous years, the deficit of just under £300,000 has left the university's revenue account in the black to the tune of nearly £500,000.

The outlook for the current financial year is less critical than was at first feared, Lord Boyle said. It might be possible to modify some of the severe cuts.

Students prefer to study away from home

Sending students to their nearest university, a proposal favoured by some politicians, would not work, says a research report from Reading University.

Although compelling students to live at home might save money on hostels, some universities would have to expand to cope with extra numbers. More than 30 per cent of students could not follow the courses they want unless some specialist teachers were reallocated.

This would be a "very inefficient if not impossible exercise to spread the available teachers in a specialist area thinly enough around the country in order to provide that specialist area as an option for a degree course at every university".

Six out of 10 students said they would not choose to live with their parents even if they attended their local college. Of the remaining 40 per cent, many would do so unwillingly. The report says many students want to get away from home because of the extra freedom and the change of environment.

"It must certainly be recognized that for a lot of students, the act of going to university means that they must stand on their own feet, work out their own values and responsibilities, for the first time in their lives.

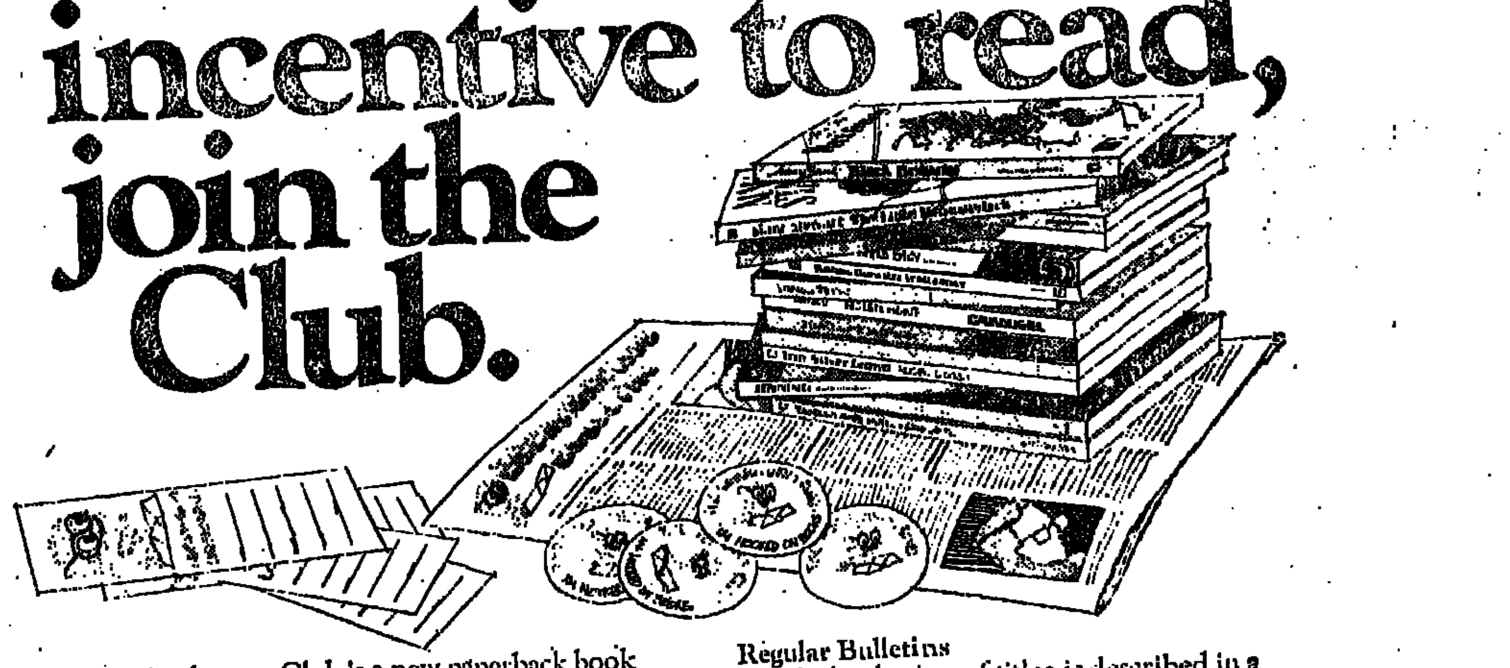
"This situation, academic considerations apart, represents one of the benefits of a university education, and compelling a student to live at home may result in a retarding of character development."

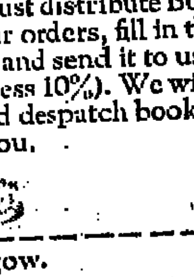
Over 73 per cent of students questioned in the survey lived within 150 miles of Reading. At the same time nearly 65 per cent lived within 25 miles of their nearest university and over 77 per cent could reach their nearest university in less than an hour.

The report concludes: "It would appear that the problem of accommodation shortage could be reduced by the introduction of compulsory attendance at the nearest university to a student's home, but it would not eliminate it.

"The overwhelming number of factors, economic, academic and personal which oppose this idea, must lead to the conclusion that a strict allocation of students to their nearest university is both undesirable and impossible."

Neighbourhood Universities. By Derek Pike and Jill Gardner. Reading University. 75p.





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Spring Term 1977

A one term full-time course in Careers Guidance will be held during the Spring Term of 1977 (11th January-25th March).

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Full details of the course and application form may be obtained from The Registrar, Worcester College of Education, Henwick Grove, Worcester, WR2 6AJ.

Jane Feinmann visits New Mossford, the first Dr Barnardo's home for the physically handicapped

A Home is where the heart is . . .

Dr Barnardo's guiding policy has always been that, if children must be institutionalized, then the institution should closely resemble a family home. At one time, they were the pioneers of this kind of child care.

Now they have carried this policy a step further at New Mossford, a residential home for physically handicapped children in Barkingside, on the outskirts of London, next door to the famous Girls Village Home, which Dr Barnardo opened in 1873.

New Mossford houses 60 children aged two to 16, many of whom suffer from spina bifida, cerebral palsy, muscular dystrophy and other congenital deformities. Half the children are chairbound; two-thirds have been assessed as educationally subnormal.

Barnardo's have created an environment in which these children can lead pleasant and relaxed lives, mature intellectually and, above all, where they feel loved and wanted.

The overall character of New Mossford is set by the attitude of the staff. This was summarized by one of them as "constantly trying to break away from the dreadful institutionalizing that children like this are used to". The aim is to bring about the physical, mental and emotional development of each child through integrated care, education, therapy and social work.

During lessons, in the home's school, the children are not classified by age but by what they are studying. Every opportunity is given for a child to follow up an interest or concentrate on something he is particularly able at. The result is that three of the older children are now taking CSE subjects, a rare achievement. Details of how they will take the examination still have to be worked out since one of them cannot write quickly and may need to tape record his examination answers.

Mr John Thorne, principal of the home, said: "We are struggling against physical handicaps which produce educational backwardness. These children are not stupid, but they have never had the chance to reach anything like their full potential."

For example, one 10-year-old's reading age increased three years in three months when she was given an automatic page turner. "She cannot speak and so she had to wait until a member of staff was passing and remembered to turn over a page for her. It has made such a difference now she can do it herself."

Because the school is residential, specialists like the physiotherapist and the teacher are in close contact. The staff meet every day to talk about a particular child or something that has happened. This breaks down barriers between specialities and means there can be constant discussion of experiments or other developments.

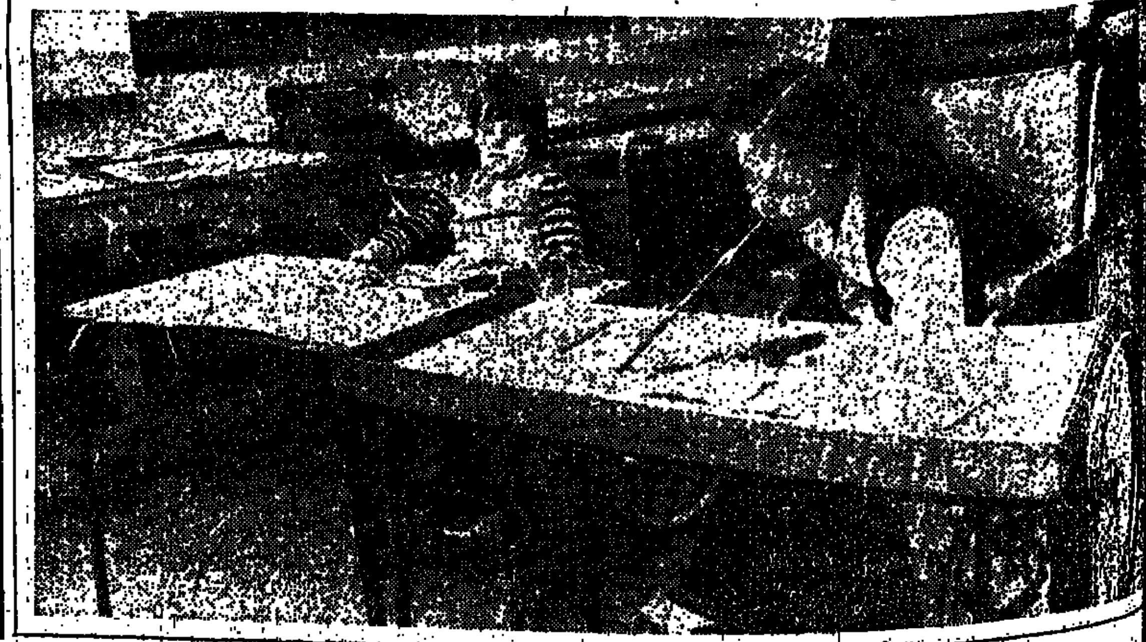
Those in New Mossford would probably agree that the building itself is important to the school's atmosphere. A sprawling single-storey complex, it somehow manages to have no bleak corridors or dark corners. The children can move easily from home to school, without going outside, using battery-operated wheelchairs if necessary, or, like one boy, pulling himself along on a sledge on wheels.

The school has a hydro-therapy pool and a physiotherapy unit. It is well equipped, but, said Mr Thorne, "we need everything we have to do our job properly". The centre gets a grant from the local authority for each child in care and generously supplements this from its own funds.

The children live in groups of 10, each with its own bedrooms, living and dining room and small kitchen. Each group has a house parent, a deputy and five as ants, and there is extra help weekends and in the evenings. Th house groups were carefully together to get a spread of abilities, age and sex and yet keep together children who w friends. It means a child can in at two and stay in the sa bedroom, and among the sa people, until he is 16.

The local community plays important part in New Mossf life. "Outings are important the children, of course, but just important for educating the p lic", Mr Thorne said. "If we not going to be desperately insul we must go out and they must co in."

They do come in, includ volunteers and local mothers w bring their babies to the hydr therapy pool. The children run coffee bar on visitors' nights a usually make a profit.



econd thoughts n church colleges

inute rethink on the fate Church of England educa- lleges was agreed last week church's general synod meet- London.

church colleges have been ended for closure as teach- ning continues to contract. er, an emergency debate at eral synod decided to re- er the future of two urban es.

four put forward for closure Church Board of Education ll Saints, Tottenham; Hocke- shop's Stortford; Sarum St l, Salisbury; and St. Peter's,

Saints and St Peter's are city colleges which specialize ing teachers to work in de- d areas. Their supporters that closing them will leave church with no expertise in city education. Critics of the es refer scathingly to the suburbs and quiet cathedral which contain those church es which will survive.

bishop of Blackburn, the Rt R.A.S. Martineau, proposed at eneral synod that the future of ur colleges should be reconsid- This was lost by 212 to 159, he bishop, who is also chairman board of education, announ- the board would look at the urban colleges. A final decision will be announced in two weeks.

Meanwhile, research by Mr Hilary Barber, the bursar of All Saints College, has produced evidence that the cheaper voluntary colleges—the ones which cost the least to train students—are the ones to be closed down.

Mr Barber's figures show that Maria Assumpta College in Kensington, London, a Roman Catholic college whose fate has already been sealed (it closes in three years time), has consistently been at the bottom of the costs table since 1968.

Last year it cost £611.40 to train a student at Maria Assumpta (the average for London voluntary colleges was £666.90) and All Saints cost £664.10. All Saints has been consistently below the average since 1968 when the present accounting system was introduced.

Mr Barber points out that one church college, originally recommended for closure and then reprieved, has only once achieved below average costs. He is referring to Culham College of Education, Oxford, which, during five out of six years, was more expensive than any of the colleges now proposed for closure.

The statistics are part of All Saints' ammunition in its fight for survival.

More cash needed for race relations

New race relations legislation will not achieve its purpose unless the Government simultaneously tackles urban deprivation, say the Race Relations Panel of the Association of Metropolitan Authorities.

In a memorandum this week on the recent White Paper on racial discrimination they urge the Government to consult local authorities on how to eliminate disadvantage as well as discrimination as soon as possible. Failure to do this or to consider the financial implications would lead to disillusionment and put the proposed legislation at risk.

They warn the Government that unless enough money is provided, local authorities will not be able to accept additional responsibilities. They are against the proposal to place a statutory obligation on local authorities to promote equal rights because they do not believe this would make the funding of local race relations activities easier.

Local community relations councils should remain separate from local authority committees and their activities should be financed from central funds. Existing support from local authorities could continue.

Wickertop in fight to speak for teachers

by Sue Cameron

A maverick continental teachers' organization is bidding for the right to represent all European teachers at the European Trade Union Council.

The organization is the European Teachers Trade Union Committee, which was set up only this year. They are trying to win precedence over the European committee of the World Confederation of Organizations of the Teaching Profession, better known as Wickertop. The new organization, whose members come from the nine Common Market countries only, have turned down all offers of a compromise on who should represent teachers at the European Trade Union Council.

The European committee of Wickertop, to which Britain's National Union of Teachers belong, are fighting the ETTUC claim on two counts. Wickertop say the ETTUC should accept a compromise which would leave no one out in the cold. They say the ETTUC cannot represent all European teachers' unions because it will not accept member organizations from outside the Common Market. Wickertop, on the other hand, accept members from all parts of Western Europe.

Earlier this year the deputy secretary of the European Trade Union Council called a meeting for representatives from Wickertop, the ETTUC and the World Federation of Teachers to see if the three groups could form a joint committee which could then be recognized by the council. But the ETTUC and the WFT refused to attend.

The council have now decided to shelve the ETTUC application to represent European teachers. Last week the European committee of Wickertop met in Zurich and decided to make further overtures to the ETTUC themselves. Mr Alf Wilshire, senior vice-president of the National Union of Teachers and a member of the European committee of Wickertop, said there were still hopes of coming to an agreement with the ETTUC. But the European committee had also made known to the ETTUC their disapproval of the ETTUC's position.

ocial work aining looks children

tral Council for Education ning in Social Work are to e the possibilities of social with children and young

der the chairmanship of Mr assistant director of a group of experts will how training for work with ally or physically deprived might be included in social courses.

y will concentrate on work could be done with children in courses leading to the of Qualification in Work, post-qualifying studies, development programmes and leading to the new Certifi- Social Service.

y will also consider ways social workers can use professionals, such as tea- doctors and lawyers, to help understand and talk to de- children. They will try to the skills needed to decide help a family needs, taking child's point of view into

group study, which is to take 18 months, will produce papers for the education development These papers will also culated among universities, and social work agencies. bers of the group include Dr Bax, a community paediatri- the Institute of Education, University; Professor H. K. of the faculty of law at Hull ty; Miss Olive Stevenson, in applied social studies at University; and Mr Andrew of the Children's Rights hop.

mposium warns eligion

vigilance in planning re- education in state schools for in a symposium pub- this week by the Association Religious Education.

symposium, *Training the Religious Education Tea- for Tomorrow*, is edited by Dr Abba, head of the depart- of religious studies at Swan- College of Education.

discusses the difficulties of teachers to give a good, religious education and the present system, in- the new B.Ed. courses.

the Specialist Religious Teacher for Tomorrow. by Raymond Abba. The for Religious Education, House, Bounstone Road, Farnham, Surrey.

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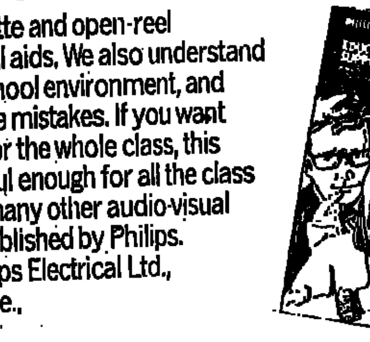

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The following **part-time** courses will be offered commencing in 1976-77. **Educational Sciences, Organisation and Planning of Education, Philosophy of Education, Physical Education** (this course will be offered in the Department of Physical Education to whom enquiries should be addressed, and application made by 31st March, 1976). **Sociology of Education.**

2. Degree of M.Sc. in Educational Psychology (Child Guidance)

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For teachers with experience in special schools or classes, to equip them for more responsible posts. Study of the education of all types of handicapped children, especially the sub-normal.

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This course provides an all-round training for teachers already committed to, and having at least two years' experience of, teaching English to speakers of other languages. Non-availability for interview will not prejudice chances of acceptance.

Further information and application forms for all the above courses, except where otherwise shown, are obtainable from the Secretary, Department of Education, The University, Manchester M13 9PL. Applications are returnable as soon as possible (for 1, full-time courses only, and 7) November 30th, (for 3, 5, and 6), December 31st (for 2), January 31st, 1976 (for 4), and March 31st, 1976 for 1, part-time courses only).

28/29 February and 27/28 March 1976

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Details from Miss S. Beresford-Peirse, LRAM, LGSMT, Music Therapy Department, Goldie Leigh Hospital, Abbey Wood, London SE2 0AY.

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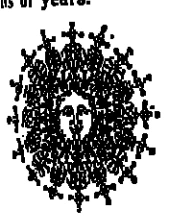
Weather forecast: sunny day–in two million years' time

ther rains but it pours, as they . Last week I described how 20 s of observations of the ction of sunlight from the ets Neptune and Uranus suggests that there has been a 2 per cent rease in the output of energy n the sun since 1971.

Now Dr Roger Ulrich, from the versity of California at Los geles, has put forward the most led account so far of the conion between the problem of the nosity of the sun and that other ndrum for astro-physicists— y the sun appears to emit many er neutrinos than would be ected (*Science*, November 14). what it is worth, Dr Ulrich es to the same conclusions—that output of energy from the sun is constant but that there must be ations of the order of 5 per cent over periods measured in tens millions of years.



The issue of the neutrinos from sun has been sharpening for the decade, thanks largely to the k of Dr R. Davis in the United es. Dr Davis has devised an scale method of detecting the trinos that should be given off the sun.

The technique consists of filling a tank, roughly the size of a swimming pool, with an organic liquid containing chlorine. The expectation is that neutrinos from the sun will have a relatively high chance of being captured by nuclei of the chlorine isotope chlorine-37. The word "relatively" has a special meaning, for most of the neutrinos that reach the earth pass right through. Because of its nuclear structure, the isotope chlorine-37 is one of the few that are likely to interact strongly with neutrinos. In the process it is converted to a radioactive isotope of argon.

Dr Davis's experiment consists of nothing less than looking for the [illegible] or so atoms of radioactive argon that accumulate in his swimming pool every six months or so. The results so far have been startling — the numbers of neutrinos detected are less than a [illegible] of what everybody expected.

Dr Ulrich's discussion of the question has the virtue of showing that the discrepancy cannot be made to go away by tinkering with present notions of what the interior of the sun is like. The neutrinos arise from the processes in which hydrogen is turned into helium-4 in the core of the sun. For each four hydrogen atoms used up, two neutrinos should be emitted. There is no escape from that.

The neutrinos that interact most readily with the chlorine-37 atoms in Dr Davis's tank of cleaning fluid are relatively energetic, most of which come from that particular chain of nuclear reactions in the sun involving the isotope boron-8. There is some doubt about the importance of this particular process in providing the sun with thermonuclear energy, but Dr Ulrich shows that the uncertainty cannot be great enough to explain Dr Davis's low yield of neutrinos.

So what other explanation can there be ? Three years ago, the ingenious William Fowler, professor of astrophysics at the California Institute of Technology, suggested that one way out of the present difficulty is to assume that the thermonuclear activity in the core of the sun varies from time to time.

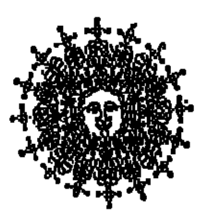
The point here is that it is reckoned to take close on two million years for heat energy produced at the centre of the sun to filter out to the surface. Most of the energy released from the thermonuclear reactions is in the form of energetic X-rays, to which the surrounding matter is opaque.

The result is that the radiation can work its way to the surface of the sun only by increasing the temperature of the matter through which it passes, stimulating that to radiate less and less energetic radiation in its outward passage, at least as far as the base of the layer towards the edge of the sun in which convection is the predominant process of heat transfer.

Professor Fowler's resolution of the neutrino paradox, therefore, says that in the two million years or so since the energy now being radiated by the sun was produced, the pace of thermonuclear reactions at the centre of the sun has fallen off. And the result is fewer neutrinos for Dr Davis to observe.

The trouble with this explanation is its arbitrariness. What reason is there to suppose that the sun switches on and off like a lighthouse ? And what mechanism can there be for such wayward behaviour ? The virtue of Dr Ulrich's argument is that it gives tentative answers to these questions.

One way in which the energy of the sun might fluctuate involves the isotope of helium called helium-3— an intermediate in the conversion of hydrogen to helium-4. If the temperature at the centre of the sun is a little on the low side—say 19 million degrees Kelvin rather than 20 million degrees, then helium-3 should accumulate in the layers immediately outside the core of the sun.



Then there is a chance that this helium-3 would be mixed into the core, whereupon a large amount of energy would be produced quickly. The temperature would increase to more than 20 million degrees for a time, then the core would expand under the influence of the pulse of radiation produced, and the whole region would cool to below 20 million degrees, so that helium-3 would begin to accumulate again. That is one way in which the sun could be a variable star.

Another of Dr Ulrich's schemes is that the ease with which radiation could escape through the outer layer of the sun where convection is all-important, itself immediately beneath the visible photosphere, could vary from time to time with variations of the magnetic field of the sun. And both sources of variation, he says, would be able to account for the solar neutrino problem.

Science diary

by

John Maddox

None of this proves that the output of energy from the sun is variable, but the mere fact that there are explanations of how it might be variable will set all kinds of people thinking. The most obvious, and perhaps the most important, consequence of what Dr Ulrich has done is, for example, connected with the old puzzle of where the Ice Age came from. If the output of energy from the sun can vary by 5 per cent or so, that is quite enough to account for the reduction of temperature on the surface of the earth which ushered in the first of the recent glaciations 2.5 million years or thereabouts ago.

If Dr Ulrich is right, it should be possible, by the further refinement of techniques for detecting neutrinos from the sun, to set up a long-range weather forecasting system which far transcends anything the meteorologists have so far dreamt of—a means of telling from current observations of neutrinos from the sun how much energy will be reaching the earth two million years or so from now.

Universities miss the point about science in school

The Royal Society are, of course, entirely right to concern themselves with the teaching of science and mathematics in the schools. Now that the universities are as alarmed as they were in the late 1950s at the decline in the numbers of intending science students, it is timely that the society should have organized three conferences on the subject. The first of these was held recently and was, on the whole, a useful survey of current issues.

Unhappily, however, the conference also provided an opportunity for the airing of ancient misconceptions—especially the failure of many university teachers to understand what secondary schools are for. For my money, Professor R. C. Whittam, from Leicester University, epitomized that aberration.

His argument was simple. Biology, he said, is an experimental and not a theoretical science. The hallmark of the biologist is the capacity objectively to draw conclusions from observations or from facts. So—there is something of a logical hurdle to be surmounted here — university departments rightly set great store by the factual knowledge of intending undergraduates.

The trouble, he went on to say, is that intending students now have their heads filled with grand notions imperfectly culled from molecular biology. Why will the schools not provide them with a grounding in the subject instead ?

It is, of course, a familiar complaint which antedates not merely molecular biology but the introduction of new curricula in the schools. It conceals several fallacies, the chief of which is the supposition that the courses which students follow at school are exclusively intended to lead those students on to identical courses at universities or other institutions of higher education.

The truth is—or at least should be—quite the opposite. In a liberal system of education, there should be no necessary connexion between what a student learns at school and the courses he follows at university. We have moved only a little way towards that objective in the past few years.

In brief

SSRC research

The 1975 edition of *Research Supported by the SSRC* contains information about current research in the social sciences in 63 universities or departments, 16 polytechnics and 43 other institutions in [illegible]

Gower's balades

The British Library has acquired a manuscript of poems by John Gower, one of the great fourteenth century poets in England. They include a sequence of 52 *balades* written in French, and 385 untitled verses in English addressed to Henry IV on his accession.

Three jobs

Mr Fred Jarvis, general secretary of the National Union of Teachers, is to represent the Trades Union Congress on three Common Market bodies. He has been appointed a member of the EEC vocational training committee and a member of the Freedom of Movement of Workers committee. He will also sit on the governing board of the Vocational training centre.

Plant survey

Lancaster University has been awarded a £150,000 grant by the Nature Conservancy Council to produce over five years, a systematic and comprehensive classification of plant communities in England, Scotland and Wales.

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France

Protests as Corsica goes 'independent'

from William Farr

PARIS

The Government has decided that Corsica shall have its own educational authority instead of coming under the jurisdiction of Nice. It is also to have its own university which, after much controversy, will be situated at Corte and not at Ajaccio, the island's capital. These decisions form part of the Government's efforts to meet nationalist and separatist agitation which was marked by violence this summer.

With a population of some 220,000, including many French people who arrived from Algeria after that country's independence, Corsica will be much the smallest of the now 26 *academies* through which the central Ministry of Education administers and controls the educational system.

The first president of the new university will be a Corsican, M Pascal Arrighi, who was born at Vico of which he has been mayor since 1959. He is at present president of the university centre at Toulon. The university will probably have five or six departments: law, economic and social administration, science and technology. But for the time being only the first two-year cycle and perhaps oceanography and Corsican language and culture will be taught.

The manner in which the functions and running of the university have been defined by Government decrees prepared by M Jean-Pierre Soisson, Secretary of State for Universities, has been attacked by many both in Corsica and France.

They protest the appointment of the president by M Soisson runs counter to the provisions of the 1968 law on higher education. University heads are now normally elected by a council representing the staff, students and other sections of the institution. The university will have a joint administrative council as the law requires, but only 11 of its 25 members will be elected, six by the teaching and research staff, four by the students and one by the non-teaching staff. The other 14 will be prominent people appointed by M Soisson. All the staff will be appointed by the president.

When the National Council for Higher Education and Research examined the project placed before it by M Soisson it only approved the principle of establishing the university. It postponed giving its opinion on the rest of the proposals. M Soisson then simply went ahead with the plan.

His critics, while admitting that it was desirable to move quickly, argue that his action—besides undermining the principles of the 1968 law—threatens the development of the very autonomy which the creation of the University of Corsica is intended to foster.

South Africa

Hard times for overseas staff

from Louis Hotz

JOHANNESBURG

Teachers from overseas looking for jobs in South Africa are up against some serious practical problems, especially when it comes to promotion, according to the rector of the Johannesburg College of Education, Professor A. N. Royce.

Writing in the current issue of the college journal, he referred to the "major problem" of getting recognition for degrees and teaching diplomas from other countries.

He gave as an example the case of teachers trained in Britain, with qualifications obtained at well-known institutions, who experienced difficulties in South Africa because they lacked what he described as "minor ancillary" qualifications in certain subjects.

What was even more disturbing, he added, was that as a rule the only thing the teachers concerned could do, if they wished to remain in the services with any hope of advancement, was to return to college for another two years of full-time training.

Australia

Voucher plan if Labour fails to get back

from John Kirkaldy

SYDNEY

The appointment of Senator Margaret Guilfoyle as Minister of Education in Mr Malcolm Fraser's caretaker administration comes as no great surprise as she has been the Liberal-Country spokesman on education in opposition.

As the caretaker government is pledged to implement no new legislation or make any new appointments before the General Election on December 13, Senator Guilfoyle, the only woman in the Cabinet, will simply be seeing that educational funds keep flowing and day-to-day administrative problems are tackled.

In the current atmosphere in the country, education is hardly likely to be a major issue in the election. Mr Gough Whitlam has already indicated that the central point for him will be the constitutional role of the Senate and the action of Sir John Kerr, governor-general, in dismissing him as Prime Minister.

The Labour Party will also emphasise its social legislation programmes, which include greater spending on education, increased State aid, and new schemes for migrants, women, Aborigines and pre-school education.

There have, however, been some criticisms of recent cutbacks in educational spending and the temporary abandonment of the triennial funding principle due to the economic situation.

Speaking to the annual conference of the Australian Council of State Schools Organizations (ACSSO), Senator Guilfoyle said that the Liberal Party was considering the implementation of a voucher system for education.

Parents who do not send their children through the State system would receive a voucher for the estimated amount it costs to educate a child at a Government school. This, the Party claims, would help to achieve "diversity and maintain an effective choice in education".

The Liberal-Country Parties have also called for a return to the system of recurring grants on a pupil *per capita* basis to schools with an end to tied grants to the States. Senator Guilfoyle has called for more participation of the community in the educational system.

Like almost everything else in Australia at the moment, how uncertainty hangs over educa The Commissions on Univers Advanced Education and Sch were instructed to report back March for a new triennial st in January, 1977.

Senator Guilfoyle: diversity.

Education, particularly at tiary level, will undoubtedly the continuing economic str mounting unemployment and annual inflation rate of 17 cent.

The Labour Government substantially reduced the prev recommendations of the three missions and elements within Liberal and Country Parties called for further cuts in ed tional spending to combat crisis.

Academic opinion over actions of Sir John Kerr has just as divided as in the rest the country. The Hearn prof of law at Melbourne Univers fessor Colin Howard, said it is the worse possible outc the political crisis". But the in law at Queensland Univers Paul Gerbert, said that he th "the governor-general had option but to prorogue Parlia and order an election".

Italy

Threat looms to high standards of nurses' training

from Dalbert Hallenstein

VERONA

The training of nurses is one of the few Italian education programmes which has been acclaimed at international level. A recent Council of Europe decree has recognized the high level of nursing education and members countries have since allowed Italian nurses to practise anywhere in its area.

Last December the training of nurses, together with all other vocational training programmes, became the responsibility of Italy's 20 regional governments. This was intended to counter the negative effects of Italy's centralized Government educational bureaucracy.

But in the case of the training of nurses, the Ministry of Health devised a study programme, in agreement with the Council of Europe Health Commission, which was so effective that so far the regions have totally accepted it.

The unique aspect for Italy of the training programme is that more than half the hours in the three-year course are spent in the wards studying practical medicine.

All teaching is done in hospital and by hospital staff. In the wards the students are supervised by qualified nurses in groups of no more than four or five. This is a real breakthrough in a country where one can graduate in medicine with virtually no practical training.

Many nurses, indeed, receive better practical training than young doctors. The problem is that nursing has a very low degree of social prestige. While there are 100,000 medical students, many of whom could well find themselves unemployed in a few years, the country has only 65,000 professional nurses. The proportion, experts h should be two nurses to every ph cian.

The training programme includes besides the normal technical s jects, courses on social medic and district nursing, both of which are new fields in Italy. There also a three-year practical cours a foreign language, with the p bility of employing native langu teachers. This is a great novelty Italy where languages are norm taught by graduates from the notoriously inefficient univer language faculties.

Dangers are, however, loom which could undermine the high quality of the present programme. At a nationwide conference on the training of nurses, held in Rom many regional governments ex pressed the desire to include it in the normal structure of regional vocational training.

But this could involve detaching the training schools from the hosp tals and could also imply a shortening of the teaching pro grammes at the expense of the hours of practical training spent in the wards.

The advantage, according to the regions, would be that the students could take a diploma which would then allow them to continue their studies at university.

But most of the teaching delegates at the conference were opposed to any shortening of the hours spent in practical studies in the hospital wards. They feared that the train ing would then fall short of the high standards demanded by the Council of Europe, and Italian nurses could find themselves qualified from working abroad.

ile

unta slashes pending to ecord low

Patrick Knight

cation has been hit by massive s in spending in Chile. Its share the budget has been slashed from per cent in 1972 to 2.7 per cent s year. After a long period of growing intake into the junior ols and of an increasing proportion of pupils staying on to condary education, there was a duction last year of 0.5 per cent new pupils.

Spending on education has been en the lowest possible priority the Junta. One aim is that up to per cent of primary school students should be discouraged from inuing to secondary school and straight on to the labour market 12.

It is estimated that the gross ional product will be cut by ween 15 and 20 per cent this ar, one of the sharpest cuts ever erienced by any country. A tor is the sudden rise in the ant mortality rate. It was around deaths per 1,000 live births in 72, but in 1973 rose to 130 per 00, and is expected to go up to 0 this year.

Chile is already having to cope h some 600,000 young people of uced intellectual faculties due to malnutrition and this figure will inevitably rise sharply in the wake of the present slump and the abandonment of such projects as a free milk service started under the Popular Unity Government of President Allende.

Book burning after the coup.

The whole emphasis of teaching has changed. There are new courses on "Symbols of the Country", "Chile's Naval Glories" and "The moulders of our Nation". There are now weekly ceremonies of loyalty to the flag, and it has been made a point that those whose support of the Junta is in doubt should conduct the ceremonies. Offences now punishable by expulsion include the spreading of rumours, the making of jokes about the Junta, and the "distortion" of patriotic values.

Parent associations have now been abolished and members of the armed forces, frequently present in schools, can summon teachers to see them at any time.

Great emphasis had been given under the previous regime to university extension work and community work on a wide variety of topics, with efforts being made both to help people understand and curb the substantial problem of alcoholism in rural areas—farm workers are traditionally partly paid in alcohol — classes on nutrition, literacy courses and the like.

All these have been scrapped, as have all the cultural activities largely run from Chile's universities, such as theatre, ballet and symphony orchestras.

United States

Authors sue over 'race bias'

from Michael Binyon

WASHINGTON

Members of a State committee set to approve history textbooks used schools in Mississippi are being ed for racial prejudice by two ors of a book the committee rejected.

The authors, James Loewen and Charles Sallis, and the parents of a number of black children who have filed a suit, claim that a local county board of education which wanted to introduce their history book was overruled by the State.

The authors say that Mississippi State officials "have adopted for use in all history courses taught in Mississippi only those texts which ignore, ignore or denigrate the role of blacks and other minorities in the history of the United States and of Mississippi and which present historical events in a manner sympathetic to principles of racial segregation and discrimination, black inferiority and white supremacy".

Local history is a compulsory course in the State. The authors claim the committee refused to consider their book, gave no reasons and rejected a request for a Hearing on the merits of the case.

Lawsuits over textbooks are increasingly common in America, particularly those filed by parents outraged by what they see as the permissive attitude being taught in schools. A number have been successful, and publishers are reverting to more traditional textbooks. The trend may make it increasingly difficult for liberals to get their textbooks into the schools, particularly in the south.

'One in 5 illiterate'

A four-year study conducted by the United States Office of Education shows that one out of every five Americans is "functionally illiterate".

Though the "functionally illiterate" can read and write their own names, they cannot accomplish much more than that. More than 23m adult Americans can neither read a help-wanted advertisement nor calculate which purchase would be more economical than another —a "shocking" revelation, according to the report.

More than that "about half the adult population is merely functional and not at all proficient in necessary skills and knowledge", says the report, which was the result of a $1m research grant.

Sixteen per cent of all Whites are "functionally incompetent"; 44 per cent of Blacks and 56 per cent of Spanish-surnamed Americans are to be found in this category.

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Sweden

In-service plan urged for college dons

from Mike Duckenfield

STOCKHOLM

A compulsory five-year programme of in-service training to prepare university teachers for the forthcoming U68 reforms has been suggested in higher education budget proposals for 1976/77 recently presented to the Government.

Costing 2.1m Skr (£236,000) in the first year, and rising to 15.4m Skr (£1.7m) by 1980/81, the programme would include 51 days of tuition and aims to instruct teachers in how to adapt their tuition to the new, more vocationally-oriented climate of higher education following the full implementation of U68 by July 1977.

The Office of the Chancellor of the Universities proposes that all new staff, both academic and administrative, should attend a week-long introductory course on "the university as a work place" at the beginning of their first year. Teachers would also have to take a further two-week course on educational principles.

After one and two years' teaching, staff would have to take part in three-day seminars on "new educational problems". Then, after three years, there would be a two-week course on educational ideas. This would be followed by one-week courses between teachers' fourth and sixth years and eighth and twelfth years.

To tie in with this programme, the Chancellor's Office proposes that there be a 28 per cent increase in research spending, bringing the total allocated to 16.2m Skr. At the same time the proportion devoted to personnel training projects should be trebled from 7 to 21 per cent.

The overall budget proposals envisage a 20.5 per cent rise in spending from 1,578.5m Skr to 1,902.8m Skr. However, nearly 70 per cent of the increase has been necessitated by rising costs, including academic salaries, which are expected to go up by an average 16 per cent.

Overall, almost one-third of the proposed budget has been allocated to meet teachers' salaries, with faculty running costs contributing a further one-fifth. The remainder is divided between university and central administration, research and libraries.

The proposals will be considered by the Finance Ministry prior to the national Budget announcement in January.

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LETTERS

Wanted—a fair share of the cake

Sir,—The comprehensive pro-anti debate rages on, with both sides producing statistics of dubious value to prove their case or to destroy the opposition. All the time the real problems are being ignored.

The 1944 Education Act pretended that all our pupils were to receive secondary education of equal value and status, "parity of esteem". The hierarchy of educational esteem has hardly changed since then. The league table is: public schools, direct grant schools, grammar schools, comprehensives, secondary moderns.

There are various finer gradations between, such as 11 to 18 comprehensives, 11 to 16 comprehensives, middle schools.

As you move "down" the league table the amount of money spent on books, equipment, teachers and space a child decreases sharply. For this there can be no possible justification. Except possibly in the higher reaches of science. the demands and needs of all children are equally valid. How can we justify spending more on the mathematical and English language education of a potential sixth former than on a low ability child?

The attitudes of some teachers and parents to our hierarchy of children is summed up in phrases like "the cream", "tops", "best streams", "delight to teach", and, "rubbish", "bottom", "dregs", "boring". These attitudes, found in all kinds of schools, including some comprehensives, show clearly that we regard some children as being more valuable human beings than others. The consequence is that we devote a greater share of educational resources to some children than to others.

In our schools it is often the case that our more able pupils get their courses, finances and teachers provided first and the rest get what is left at the end. Children are not fools and they recognize this disparity and react accordingly.

This is the real problem: inequality of educational provision. We have created many comprehensive schools. but what goes on in some of them is only a slightly distorted mirror image of the bipartite secondary system. We r look hard at what we are d especially in the early years of prehensives. We must start the glaringly obvious but ignored fact that all pupils are equal value and are deserving equal educational time, energy money. This does not necess mean completely destreaming completely common curricul although these may be essential part.

The advocates of comprehe education (including me), that all sorts of social and ed tional advantages will flow the system. But this will not pen unless all comprehe schools and all pupils achieve far as is practically pos equality of esteem.

To fend off reactionary ripe I will add that I have had experience, and am a stern d plinarian and expect the maxi attainment from my pupils.

NEIL HOLMES,
37 Fox Lane,
Bromsgrove,
Worcestershire.

Fact, fiction and the tripartite system

Sir,—Dr Thompson's case (*TES*, November 7) is that Bath is so socio-economically exceptional that its educational performance could not be matched at Coventry. I have argued that its great superiority was due to its fully developed tripartite system. The existence of the latter is a fact, whereas exceptional socio-economic factors is conjecture.

I base my rejection of Dr Thompson's hypothesis on the following:

● The average verbal reasoning quotient of pupils is higher in Coventry than in Bath. Given the known correlation between VRQ scores and socio-economic class, the social rating of pupils in Bath's schools is probably lower than that of their Coventry counterparts.

This kind of statement always comes as a surprise to those who have formed their impression of Bath as tourists. They are apt to think that its citizens are all employed in the Pump Room: they overlook the city's extensive and long-standing industrial base.

● The creaming of maintained schools in Bath is as high as in any part of the country. The authority made use of four direct grant schools, and many private schools took additional pupils.

● If the pupils of the City of Bath Technical School are considered together with those of its associated secondary modern school, it can be seen from their verbal reasoning quotients that the creaming of this unit is very much greater than the creaming of Woodlands. The intake to the unit was predominantly working class.

● The superiority enjoyed by this section of the tripartite system in Bath in 1968 can no longer be claimed by its successor, following reorganization.

On a point of accuracy, the technical school was not a well established prewar school, as Dr Thompson suggested. It was formed in 1951. I agree that examination entry policies merit close scrutiny. While tripartite schools tend to enter more candidates for eight or nine O level subjects, they also discourage the one-subject or two-subject entry. It is on the inflation of the limited subject entry that much of the comprehensive achi ment rests. A better criterion comparison is the much meaningful five or more O passes; and the superiori claimed for the tripartite syste seen more clearly when this is

With the substantial suppo involved, I could easily settle half the advantage being attr able to the form of organiza although I feel that Dr Thomp would be hard pressed to make his case for the other half. In sense he concedes my point by mitting the greater potential small schools in promoting acade excellence. Schools in the tripar system have just this quality; the form or four-form entry compre sives are a pipe dream (alth saying this I would not op periments in this direction

I am now more convinced this comparison, together with national evidence, establish strongest prima facie case that organization is having se effects on academic standards.

FRED NAYLOR,
National Council for Educational Standards.

Getting down to work with PRISE

Sir,—We were glad to see the interest raised by the PRISE conference as represented in the letters from J. C. Humberstone, Neville Hart and Bob Moon (October 31). All of them responded to the point that PRISE has tried to start several things at once.

Although charters and statements of intent are always likely to be vague or ambiguous, and we certainly do not begrudge Mr Humberstone his fun in making a textual analysis, it seemed important to lay out the common ground upon which work could begin. It is clear that an organization such as PRISE is badly needed; these responses emphasize yet again the intense conflict and confusion surrounding comprehensive education.

The main problem is that of getting some work done. As Bob Moon writes: "PRISE can bring attention to the systems of individual schools and the practice of individual teachers. This is the place where life chances really are decided." The need for in-depth analysis is the chief reason for our existence.

Some of us have made a start with working groups in London. We hope to help and support other groups elsewhere and through national conferences on specific topics, to bring together such groups with their precise descriptions of good practice and their theoretical bases. For example, next Spring we plan to have a conference on the control and management of schools. Others should follow on the curriculum and on educational provision for the 16-19 age group, including further education as well as other areas of major concern.

We are not in the business of "the sanctimonious assumption of rectitude". Working in small groups and larger conferences will not only encourage hard thinking but also help to develop a network of peer concerned with secondary educati who need collective reinforcement in the work they are doing.

MARGARET MADEN,
MAURICE KOGAN,
Management Committee,
Programme for Reform in Secondary Education.

Sample 'images' of class

Sir,—John Gretton's fascinating article on education and equality (October 31) begs many questions.

He contrasts the opportunities available to the child of barely literate working-class parents (A) with those open to the child of a cultured middle-class family (B).

He could equally have contrasted another pair of "images": (C), the child of unpretentious but literate and ambitious working-class parents, with (D), the child of a middle-class family whose only intellectual stimulus is provided by television and the Sunday newspapers.

Are C and D any less typical than A and B? C may actually have been taught by his schools to enjoy reading and exploit the free libraries; D, less impressed by teachers who appear to earn less than his father, never reads a book in his life because too many "instant" substitutes are available. C has a driving incentive to "better himself", a phrase which D, who does not aim to do more than repeat his father's pattern of life, would consider unfashionable.

C is no fiction: his like, in middle age, is found among scientists, vice-chancellors, senior civil servants and other establishment figures.

If we are to base our social analysis on "images", could we at least construct a representative sample of them and not select only those which happen to support one side of the argument?

L. R. KAY,
14 Albert Road, Cheltenham.

Sir,—While congratulating you, John Gretton and Lois Rodgers on a brave grapple with "Education and equality" I must take exception to the exaggerated value put on the "subsidy to a university student".

Politicians love to construct these tables showing unit costs of pupils and students, but I am constantly having to point out (e g in your letter page as recently as September 26) that, unlike schools, universities are not just teaching institutions.

It is not, perhaps, surprising that the DES have not placed any value on our research and library facilities: they are, in fact, inestimable. But no doubt the economists could reduce them to some figure. Meanwhile I must ask you please to note that the cost of universities divided by the number of students does not equal the cost of a university student.

It is to be hoped that the education and arts subcommittee of the House of Commons Expenditure Committee will also take note of this. They may even stop the stream of parliamentary answers on cost of a pupil/student which have fostered the fiction.

H. E. BELL,
Reading University.

LETTERS

"What do you mean, have you got a choice, Stubbs?"

Why FEVER chose Ashford

Sir,—As Mr Hayes has attacked the Ashford meeting on vouchers, not on grounds of arguments put forward, but by a mixture of innuendo and assumption, I should be grateful for the chance to put the record straight.

Ashford was chosen as the area not because it has a lot of public schools, but because it had been selected by Alan Maynard, of York University, in conjunction with Kent County Council, as the basis for his study on the voucher system.

The choice of hall arose from various factors. I know because I was involved in trying to find a suitable place. It had to seat up to 600, be central enough for accessibility from surrounding areas, have enough car parking near. One public hall seats 1500, but was unavailable, the Odeon was too small and on the point of closure, the boys' upper school hall was being used every Friday, the girl's upper school was undecided about permitting a meeting, and a final decision would have been too late for our arrangements. Other school halls were peripheral. Our decision was, therefore, made for us, and FEVER, the organising body, is most grateful to the school for allowing a public meeting in which they had no say, and no part to play.

The meeting was widely advertised throughout the town, and on the housing estates. I do not know the composition of the 600 strong audience. Many of them obviously were middle-class (but the middle-class use the state system as well as the private) and there were many teachers. That is all that can be said.

ANN FINUCANE,
23 Hardinge Road,
Ashford, Kent.

Test or teachers? One is wrong about reading

Sir,—Many people would have been agreeably surprised by your report (November 7) of the ILEA follow up of the reading progress of their secondary schoolchildren. This purports to show that poor readers make remarkably good progress in the first two years or so at secondary school.

One is even more surprised, however, that the report was accepted at its face value by the ILEA although the results obtained from the reading test are at great variance with the estimates of the teachers concerned. In accepting the results of the EH2 reading comprehension test in preference to the teachers' very different judgments, the report implies little confidence in the ability of ILEA secondary teachers to distinguish between average and poor readers in their classes.

It seems astonishing that the ILEA schools subcommittee were apparently ready to accept such a poor view of their secondary teachers without questioning the validity of the reading test used.

In point of fact, a similar NFER reading test, the EH1 reading vocabulary test (developed and "standardized" alongside the EH2) was used to test 1,000 15-year-olds in the former Salford l.e.a. in 1973. Like the ILEA, we, in Salford, also found the results to be unexpectedly high. However, we had also given a substantial number of the same children individual reading tests (Holborn and others).

We found that the EH1 results over-estimated the reading ability of most pupils, particularly those with the poorest reading skills; and below a certain level on the EH1 test (i e, 80-85), it discriminated very poorly between slightly backward and extremely backward readers. In consequence, we considered the results of the EH1 test to be grossly misleading and rejected it as a valid measure of reading attainment.

It seems a pity that the ILEA did not consider doing likewise with the EH2 test before making claims which are probably wide of the mark with regard both to the reading attainment of their pupils and the unflattering view of their teachers' abilities to discriminate between poor and average readers.

How was it possible for the subcommittee receiving the report not to question a test that, "rated more than half of those thought to be in need of remedial help as average"? And what confidence can we have in literary surveys when discrepancies of this kind are not thought to merit critical examination?

G. E. BOOKBINDER,
Educational psychologist,
City of Salford Education Department.

NUT not entitled to lion's share

Sir,—It was pleasing to read that a NUT regional president is reviving the question of professional self-government within his own union. However, it was a pity that Mr Frank Harris (October 31) had not carefully studied the Weaver report before writing his article. All the points he now raises were fully discussed and published by the working party in their report.

The impression conveyed in the article that the Weaver report's recommendations were never accepted by all parties is misleading and needs clarification. It implies that all the interested organizations greeted the report with unfavourable reactions. This was not the case.

The local authority associations were, in broad terms, ready to accept the proposals as a basis for establishing a council, while the main teachers' organizations, except the NUT, supported the principles of the report, but hoped to persuade the Secretary of State to make some changes of a technical nature. The NUT, for their part, began to find fault with the proposals,

While it appears that most teachers now favour the formation of a Teaching Council, it would be naive to imagine that next year's NUT conference will satisfy Mr Harris's chimerical aspirations. He will certainly not get much encouragement from the NUT leadership, who although anxious not to appear hostile to the principle of professional self-government, could not accede to a council which might damage the NUT's hegemony

If a council is ever to be established the NUT must come to terms with reality and accept the fact that their membership figures do not justify their, quite unwarranted, claim to speak for the majority of teachers and no longer entitle them to the lion's share of places on the proposed council.

BRIAN K. JONES,
President,
London Schoolmasters' Association.

Sad twist to a comic turn

Sir,—May I suggest that somewhere along the line we have our priorities wrong when we have (November 7) reports of the cutbacks in teacher training juxtaposed with accounts of the NUT's recommendations to the Warnock Committee that "an additional 1,560 teachers will be needed if the waiting list is to be eliminated".

The waiting list mentioned is that for entry to special schools. The same report puts it at 14,000.

These two facts side by side are depressing enough but to then turn the page and read under the heading "Laugh? I could have died . . ." that a centre for the study of cartoons and caricature has been opened in one of our universities is, I think, little short of scandalous. How many of those 14,000 children could have been offered the help they need if the money spent on this centre had been devoted to providing more special school places?

Without any increase in public spending, much of the money and talent at present used in such projects could surely be re-directed to more humane and socially useful ends.

I am only using this centre as an example, and I am sure that those involved in it and in similar places of research work extremely hard and add to important branches of knowledge in many fields, but to have a report of need on one page and one of extravagance on the next, leads me to join those of whom it was said at the official opening, "Not many people laughed." I wonder if we have similar reasons?

ALAN HARRINGTON,
Wentworth College,
University of York.

Confused

Sir,—In Buckley's column (November 7) he states with laboured irony that the criticisms of the work of A level candidates in English published by this board were "fashionably contained in a research report". This is a mistake, no doubt attributable to the writer's depending on his understanding of press reports rather than on reading the documents concerned.

The research report, "An investigation into the effect of Question-choice in Advanced level English" by my colleague, Mr Fain, dealt with the subject that its title indicated, whereas the criticisms of a minority of A level candidates were contained in the chief examiner's annual report. The two were published at the same time and both concerned English, but they were, in fact, quite separate papers.

H. G. EARNSHAW,
Senior Assistant Secretary,
The Associated Examining Board.

Genuine but anonymous contributor

Sir,—We can overlook the factual mistakes in Aristides's piece about our *Where* issue (we are both still members of Camden CASE committee; the practise what you preach issue was, and is, a problem for national CASE), the obscurity (if pages appear twice it is presumably an error at the printers and is hardly of editorial significance) and the missed point (why do you think we printed the student governor's thanks to his college principal for permission to write the article?). However, we cannot overlook insinuations about our contributors.

We found the schoolgirl from Solihull through her long, handwritten completely spontaneous reply to our *Observer* survey on the quality of life in secondary schools. We can show this to you, together with her *Where* article, incontrovertibly in the same style, typed on squared paper. Her mother insisted on her remaining anonymous because she felt it was "just possible that adverse remarks might appear in her personal school file if someone took objection (sic) to the article".

JUDITH STONE,
FELICITY TAYLOR,
5 Robin Grove, London N6.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

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COURSES

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Further details and application forms are obtainable from the Graduate Office, University of York, Heslington, York YO1 5DD.

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Further details and application forms may be obtained from the B.Ed. Organiser, University College of Swansea, Department of Education, Hendrefoilan, Swansea SA2 7NB.

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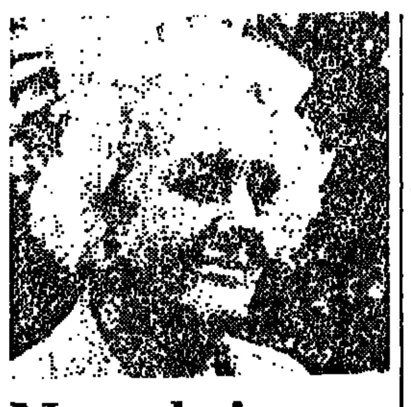
The Course Organizer, Diploma in Drama in Education, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex RM11 2LL.

Sport



New chairman in athletics' golden year

Doris Wood (above), a retired teacher, will be installed as chairman of the English Schools' Athletic Association tomorrow. A couple of hours later she will be hostess at a lunch in London to celebrate the ESSA's golden jubilee.

Miss Wood was formerly at Arnold High School for Girls in Blackpool, where she still lives, teaching junior maths until she retired at the end of the 1974 academic year. Before taking to maths she had been a PE teacher.

She is wholly devoted to athletics at adult and school level and is a senior national coach specializing in hurdles.

Miss Joan Lestor, Parliamentary Under-Secretary of State at the DES, will be guest of honour at the lunch to mark the date, 50 years ago, when the Schools Athletic Association came into being. In 1962 it took its present name.

There has been no shortage of talent nurtured and encouraged through the ESAA, the best of it has found its way into international and Olympic teams. The tragedy is that no one, as yet, has halted the high drop-out rate.

Skill before speed

More skill, less speed. This is to be the new emphasis in the Green Shield rose award scheme operated by the Hockey Association for schoolboy players.

Mr John Cadman, the association's chief national coach, explained that a study of the first three years of the scheme revealed that too much emphasis was placed on time as opposed to skill in carrying out the tests in the scheme.

The tests will remain as they are but the marks will be weighted differently to favour skill rather than speed. Most of the exercises carry a bonus for speed; now its value is to be reduced.

Mr Cadman said that a player who shared both excellent technique and speed would get more marks. But he thought there was still not enough emphasis on skill at all levels in hockey.

He said there was evidence that many schools restricted the award scheme to better players—to members of their leading teams—whereas one of the merits of the award scheme was that it should encourage boys who didn't play in a team to develop their skills.

The scheme which is now being pushed in secondary schools also incorporates a dozen special prizes awarded on a national basis: the best individual scores, the best school combined score, the best first team combined score. . . .

The girls, too, have a scheme piloted in January this year, which is being given a bigger launch this time. The girls have different tests which are graded by level of skill rather than age.

Gym jump

Entries for the schools team gymnastics competition, sponsored by *The Sunday Times*, are 30 per cent up on last year. It is significant that this growth is shown in all the regions.

Nearly 530 schools, compared with 400 in 1974-75, have entered, which means that more than 3,000 boys and girls will be taking part in the regional qualifying rounds, leading up to the national final at the Sobell Centre, in North London, on April 3.

People

Mr Richard Clark, second deputy county education officer for Hampshire, becomes chief education officer for Gloucestershire when Mr Patrick Milroy retires at the end of next March. Mr Milroy joined Gloucestershire as deputy education officer in 1960 and took up his present post in 1963.

Lady Johnston, deputy chairman of Council 1973-75 and a member of the council and committees of the Girls Public Day School Trust since 1959, has been elected chairman of the trust.

Mrs Doris White, a senior lecturer in quantity surveying at Kingston Polytechnic, has been appointed head of the new School of Surveying at the polytechnic.

Appointments

Schools

Mrs Jean Gear, deputy head of Hitherfield Infants School, Streatham, to be head of Waldron Infants School, Earlsfield, South London.

Miss Hilary Davis, former deputy head of Rotherfield Infants School, to be head of Canonbury Infants School, Islington, North London.

Universities

Mr B. A. Hepple, fellow of Clare College, Cambridge, to the new chair of comparative social and labour law, Kent University.

Dr I. Brownlie, reader in public international law in the Inns of Court School, to the chair of international law at the London School of Economics and Political Science.

Mr S. Rees Jones given the title of professor of the history of technology of art in respect of his post at the Courtauld Institute of Art.

Professor C. McDonald, professor in the department of epidemiology and health at McGill University, to the chair of occupational health at the London School of Hygiene and Tropical Medicine.

COURSES

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ADVANCED DIPLOMA IN THE EDUCATION OF CHILDREN WITH LEARNING DIFFICULTIES

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Information and application details may be obtained from In-Service Admissions Secretary, Keswick Hall, Norwich, Norfolk NR4 6TJ.

Special Features

in The Times This Week

John Holloway, Bernard Williams and Martin Jacques reply to Paul Johnson's article on *"The University and its Enemies."*

Patrick Nuttgens on schools, exams and the polytechnics.

Are university dons working class?

How I became a sociologist—by David Martin.

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Books: politics; literature; psychology; sociology; science textbooks

29/31
Resources: labour history; reading; photography

Give us the tools

gh Benzie

ues that teachers her than side examiners uld be sponsible for assessing e abilities d achievements of eir students

...ng as society continues to attach ...ue to external examinations, I ...ll do all I can to see that as many ...s possible do well in them. What ...d though, is not a common examina...tion, but a common system of assessment ...t 15-plus.

...examination system is an isolating ...really purposeless exercise. It ...es at every point the belief that edu...es its climax in a solitary, closed-in, ...less and self-interested display of ...e talent, directed at anonymous, not ...faceless, persons, whose function it ...distil the individual's response to 11 ...d education that it can be described ...a dozen or so letters or numbers.

...extraction process, it compares ...ly with Madame Curie's work in ...radium. The differences, however, ...Madame Curie's work was there for ...wished to see it; it was original, ...al and socially valuable; and she ...chose to do it. The products of the ...system are hidden away in cup... generally lack originality, purpose ...al value, and set severe limits on ...for both teachers and pupils. For ...no longer must the teaching profes...continue to make the bricks of the ...without the straw of assessment? ...if not all, heads of departments are ...experienced and skilled in setting ...al examinations and coordinating ...of results. The deputies or senior ...of staff—who spend hours un...ly completing boring forms for the ...ation boards, rearranging timetables, ...supervision, setting out examina...tions, checking papers, posting off ...attending to administrative minutiae ...ually acting the part of highly paid ...—also have years of examining experi...that could be put to more constructive ...ect use.

...suggesting that we could do what ...done in the past, but do it ourselves ...greater personal skill. Then we ...be free to set the exams (if we decide ...them) at times convenient to the ... We could have the science practicals ...displacing the second forms from the ...or asking the geography teacher ...the science lesson. We could invite ...children to eat the delectable ...produced by the home economics ...instead of the moderator teaspooning ...and leaving the rest for nobody in ...thus avoiding the social implica... of the original exercise.

Bill Sanderson

We could get on with the business of making music for the enjoyment of audiences rather than the criticism of pundits. We might even increase teacher-pupil dialogue in the fifth year and begin to bridge the generation gap that yawns so wide at that particular stage. Novelists could be novelists, dramatists be dramatists, poets be poets, readers could read widely, journalists produce news sheets and short-story writers their magazines—all this instead of everyone trying to become a one-hour essay writer and 45-minute comprehender.

None of this is intended to deny the value of the training we provide in science, home economics, music or English. It is only to say that a more purposeful way of doing much the same things could be available to us. The current passion for the supermarket approach to the fourth-year and fifth-year curriculum ought to be seen for what it is—a side-stepping, intended to hold off the urgent need to re-examine the curriculum and methods of assessment. It has enabled us to go on offering the same courses as before, while we cast to the pupil the unbearable responsibility of choosing. We do it, moreover, with pious phrases about "training in responsible choice".

I do not want teachers to stop teaching or to abdicate from the responsibilities of guidance, leadership, planning or just plain driving. I do wish to see the time available used to assess and, where necessary, restructure the process of education. At the end of a young person's education I would like teachers to be allowed to describe what has been achieved, what has been made, what contributed, what has been the response to failure, to cooperative ventures, to personal study and to people. I believe such a description could replace CSE and O level certificates. I would want it to be positive, generous and encouraging, but an assessment none the less.

Can we, the teachers, do this, and will parents and employers trust us to do it? But first, some preliminary questions: For whose benefit is the assessment to be made? What is it that we ought to be assessing? How can we ensure a realistic and objective assessment?

Assessments should be of direct benefit to the pupil. They should give him or her a guide to realistic choices for the future and a helpful awareness of strengths and weaknesses. They should benefit the teachers in the school by giving them information about the degree of success of the courses provided. They must also be of use to prospective employers: even though they will want schools to attempt a prognosis, we can do no more, and ought to do no more, than describe what has been attempted and achieved. And assessments should also benefit parents by giving them a clearer picture of their children's lives.

Certainly we ought to be assessing literacy and numeracy. Neither offers any particular difficulty as long as we all know what it is we are measuring and how the measuring is to be done. It should not be too hard to set up a bank of suitable tests available nationally and with proper safeguards. Testing should be the minimum necessary for reliability and be at the appropriate level for each candidate.

Certainly we ought to be able to say something about a 16-year-old's ability to remember; to gather and present information in written, spoken, diagrammatic or pictorial form, with some analysis of personal response; to observe and study a variety of phenomena (scientific, historical, geographical, dramatic and so on); to respond creatively to the experiences and opportunities presented by the school; to make, bake and shape things; and to work cooperatively with other pupils and with teachers. For any particular pupil these abilities will vary from subject to subject and from day to day. Teachers will need to be humane and generous in their judgments if assessment is to assist progress rather than destroy hope of success.

Implied in a broad assessment of this sort is the assumption that teachers will need to give clear outlines of their proposals and of their expectations of those who follow the courses. It may well happen that pupils, parents and employers will wish to become more involved in decisions and that teachers will feel vulnerable and threatened. Many of us know how uncomfortable it is to be asked to consider the introduction of a new syllabus (say Nuffield Science or SMP), mixed-ability groups or a change in teaching methods. In recent years these threats to our security have been confined to the earlier years of secondary schooling. Now that everyone stays on, at least to the brink of the examination season, the time has come for us to find a system of assessment that includes everyone.

Making realistic and objective assessments is going to depend on training and the acceptance of responsibility. There is nothing to be gained by criticizing the human weaknesses of teachers, no more than would be gained by criticizing the human weaknesses of doctors, lawyers or clergymen. Responsibility is something people grow into. As in most developments of personal skill, a seedbed of real experience is indispensable. By all means let us draw in the theorists to help with the task—they may well find our work a useful testing ground for their hypotheses—but they are partners with us, not our masters.

Accepting the need for national guide lines, it should not be too difficult nor too costly for the Schools Council to organize a conference at which members would have to provide recommendations under five headings:

The forms of reporting or certificating to be used.

The aspects of pupil progress to be assessed locally, with appropriate methods.

Areas of the curriculum that should be tested nationally or regionally, with appropriate methods.

Moderation and comparability.

Guidance for local in-service training.

The purpose of the conference report should be to make us aware of the contribution that sensitive assessment can make to our understanding of pupils, the curriculum and ourselves. It should tell us what sort of information employers need, and how we can honestly, efficiently and charitably supply it. I would like the report to set teachers free in their curriculum planning, at the same time requiring a more careful description of the responses and achievements of each pupil.

While looking at ways of ensuring objectivity, validity and reliability, we ought to acknowledge that the existing examinations are subject to criticism on all three counts. Were it not for the secrecy that surrounds the investigations of the GCE boards, we might be in a better position to have national discussion of the issues involved. While we have to hand over the final assessment of our work to others, teachers' self-esteem is bound to be low. Already, through the openness of regional boards, teachers have acquired a better understanding of the problems. But openness has been granted them in the less prestigious realms of CSE, an example of damning the profession with minor responsibility.

If five or six years of post "O" level training, together with at least five years' teaching experience (which is what the majority of heads have), does not qualify a person to make reliable, valid and objective assessments, then what does? If we can only trust assessment to those who do not know the pupils in their day-to-day living and working, then let us proclaim that the value of the certificates is limited. External judgments are the ones that are least helpful to prospective employers who, after all, employ people, not certificates.

Hugh Benzie is head of St Luke's Secondary School, Portsmouth.

Sep 3/Co 1976

Talking of race

A project team at the Centre for Applied Research in Education at the University of East Anglia looks at the problems and effects of teaching race relations in schools

How do you set about helping teachers with a thorny problem of classroom practice? This is the question we faced when the Social Science Research Council and the Calouste Gulbenkian Foundation made funds available so we could undertake a project on the problems and effects of teaching adolescents about race relations. The Social Science Research Council gave a grant which allowed us to work for three years with humanities and social science teachers. The Gulbenkian Foundation supported parallel work over the same period with teachers working on race relations through drama.

The results of this work will shortly become available, and we hope they will be of widespread interest. We have been concerned with work not only in multi-racial schools, but in all schools in which race relations figures on humanities or social science syllabuses.

The story starts with our attempt to include race relations as a topic in the humanities curriculum project (HCP). We undertook an intensive evaluation study in six schools and came to the conclusion that earlier research evidence—that (in a particular further education setting) teaching about race relations appeared to have worsened attitudes—was not confirmed. There were small trends towards greater inter-ethnic respect or tolerance, and one would expect no more from teaching which lasted only a term with adolescents whose views would, to an extent, already be formed.

Encouraged by our findings, we made preparations to publish an HCP collection of materials on race relations. The Schools Council and the Nuffield Foundation had been joint sponsors of the humanities project. Nuffield backed us in our intention to publish materials, but the Schools Council, major shareholder in the project, were disturbed by the materials and by the reactions of some consultants. They vetoed publication of the materials; and when we suggested that they should be re-edited to meet their objections, they declined, citing the neutral role of the chairman in HCP as an insuperable objection for them.

For teachers in schools which had purchased other HCP materials (more than 1,000 schools in all), and for other teachers following a range of approaches, there were clearly problems in teaching race relations. Since we hold that teachers' problems ought to guide our research, we decided to attempt a research project in the area. The Schools Council declined to support further research by us (though they were by no means idle in the area and funded a large project on multi-racial education at the NFER), but we were able to attract funds from other sponsors.

How did the problem look to us then? We had no reason to believe that the neutral-chairman approach of the humanities project was the only way to tackle the problem—and I think our results show we were correct in this. We wanted to work with teachers across a range of styles and standpoints on the problems as they encountered them—to sample teaching rather than to take a particular line.

In fact, working with teachers, we devised three possible approaches which became known as strategy A, strategy B, and strategy C. Strategy A was the humanities project strategy: 14 schools took part in the present project and these were schools were HCP was already in use, so that race relations simply slotted in as a topic. Strategy C was improvized drama: 10 schools worked with us in this style. Strategy B is more complicated to describe.

We were looking for an approach which should meet the desire expressed by the Schools Council programme committee that teachers should take "a positive line" on race relations issues in their teaching. But we did not quite know what this would look like. Teachers from 18 schools came together in conference to define their standpoint.

Two of the 18 schools withdrew, both multi-racial schools in London. In one case the school withdrew after the conference, and it would be fair to say that "the school could not conscientiously fall in with the consensus developed at the conference". In the other case, where the school team withdrew during the conference, they were quite violently opposed to what was emerging, largely because it was not sufficiently identified or integrated with political action against racism.

The other 16 schools agreed on a general description of aims and the procedures they would follow. The aim was "to educate for the elimination of racial tensions and ill-feeling within our society—which is and will be multi-racial—by undermining prejudice, by developing respect for varied traditions, and by encouraging mutual understanding, reasonableness, and justice." This compares with the HCP aim: "to develop an understanding in the area of race relations of social situations and human acts and of the value issues which they raise."

Strategy B was positive in intention, but non-authoritarian. The role of the teacher was defined as follows: "The teacher should be an example of a person critical of prejudiced attitudes and opinions held by himself and by society at large, who is trying to achieve some degree of mutual understanding and respect between identifiably different human groups." As one teacher said: "Su taught against prejudice."

In the end, 40 schools worked in t ject. The task was to study the p and effects of their teaching abo relations. We therefore asked the to be partners in our research by re and studying their own teaching, by ing data about their schools and ne hoods, and by reflecting and repo their experience and their problem we asked to have access to their c tapes and to their reports.

It is a big demand to make teachers who have many other comm and many of them could not mee were, however, pleased by the respo have access to almost 1,000 hours room recordings and to recorded d of pupils assessing the work w teacher present. We also have interviews with the teachers. All th been listened to, a large proporti been transcribed, and we are now the data. We hope this rich mate throw some light on the problems encounter in the area of race relat some of the ways they have found them.

Through their tapes and their their teaching, the teachers were us with information we could coordi looking across a wide range of their ence, we were able to act as a kind ing house to feed information back partly through a project bulletin, through reports now to be published

We also ran a large-scale progra psychological testing across all th and in control groups within those The results of this programme also teachers with information, both ab s of the students they taught and some of the effects of their teaching. eliminary results of the measurement ame (see box) broadly indicate that ers are likely to be worse on the whole do not teach adolescents about race s; but that such teaching involves erable risks and uncertainties.

the end of the experimental term, in 1974, we held a conference at York sity which brought together teachers all three strategies to exchange experi . At the final meeting, spokesmen for commissions reported back to the whole rence. A member of the one dealing political implications said his group that "dealing with race relations almost arily involved certain political con ions".

warned that in some schools a degree aranoia was expressed if this was too y stated. Even at the conference there been a certain reluctance to use the "political". A strong plea was made document coming from the project "provided a motive . . . a driving . . . something in which we can form sort of impetus to get teaching race ions on the road".

speaker from the group dealing with role of the teacher said: "What I'm ing is whether we are asking to what the responsibility we've got to each here is transferable to our own situa . . . We are rather hoping that what comes out of the research project from central team's end is going to represent kind of authority, in helping us to r jobs as teachers a bit more effec ."

e director of the team emphasized that research project was no more than what . "Any influence we can give behind you—and I think we can give influence—must come from impressively honest and living ways of reporting your experience."

The commission on materials spoke of a need for teacher training in the dissemination of techniques, and the importance of compiling materials used. One suggestion was for the setting up of a resource bank which would make materials available to project teachers and to others wishing to teach in the area of race relations. Without this, a vast amount of materials and expertise would be lost. The possibility of publishing materials was also put forward. One way of not losing the experience was for individual schools to write up reports and to circulate these to others involved. A resolution to this effect was accepted by the meeting.

The need for urgent action felt by many of those present was summed up by one speaker: "It's time we stopped hiding our light under a bushel and waiting for somebody at the top to say to us, 'We believe you have been doing so and so and would you like to talk about it?'. We should start going to teachers' centres and to local education authorities and say 'I've got the expertise'—and we have got a certain amount of expertise—'Are you going to use me?'. It's time we started to advertize what we've got ourselves."

After the final session there were arguments which involved members of the interpretative team. At the time, the importance of these arguments was seen purely in conference terms. Working through a complex programme with problems along the way was an ordeal. People were tired, and probably anxious about making sense of what had happened when they returned to their own schools, where other demands would be made on them. The atmosphere seemed highly charged with nervous energy, and in such a situation, suspicions were likely to grow.

How far, for example, was the central team going to suppress conference outcomes which they had found untenable? One of the commission groups had expressed this fear, probably articulating feelings felt by other participants. To a number of them the conference seemed to have turned away from the political implications of the project. Others felt that to take such matters further meant stepping outside their educational role or reinterpreting it, and that this could result in professional suicide.

Those who held the first view felt let down in their effort to combat institutional racism. As one member of the group said: "There are certain issues which demand in terms of commitment a greater involvement than others that we normally deal with in the school curriculum. I think race is one of them. When we come here and consider race we have inside us a revulsion to the processes of racism and oppression."

Another teacher feared that the whole experiment might be no more than "a wishy-washy report on how to teach race relations, which dealt with lesson preparation, not what you're actually attacking".

One participant spoke with special emotion: "I personally felt, and talking to several people I think they felt as I felt, some mention should be made [in the report] of the very basic unhappiness that people have in a teaching situation. It links very closely into the race relations project. . . . It goes very deep in your research on the race relations project because it's what race relations is about." It's one body telling another body what their needs are. One body thinking that they know, without really listening to the needs of another group . . . . teachers being one group, pupils being another group. This produces truancy . . . this produces vandalism . . . . when they come into a situation where you do treat them as people . . . . for the first quarter of an hour they absolutely erupt, which is a result of being sat at a desk and told to shut up."

This may seem to be an example of a participant being carried away as a result of overcommitment. But this statement, and other similar ones made at the conference, need to be seen against the background of the whole experiment. They argue that the project created a particular educational structure. Since the aim of the project was to consider the problems and effects of teaching about race relations, one was starting without preconceptions and without the security of an acquired body of knowledge. The teachers and the pupils could not be separated in the sense that one had knowledge which was denied to the other. As one teacher noted in his experiences, he himself became the learner.

Strategies were used to create a structure in which knowing could come about. To build this into some sort of reality required dialogue. "What we think" was more important than "what I know". Again to refer to the experiences, one teacher was forced to reconsider previously held assumptions and to see the pupils in a new sense as individuals. Dialogue was carried on constantly: between pupils in the classroom, at conferences, and by researchers in the field. The dual role of the teachers as teacher-in-the-classroom and researcher-in-the-classroom created its own internal dialogue. However unwittingly, the project had developed an approach to education.

How far the structure of the project in itself provides, as one teacher hoped, "a navigational light for education", is uncertain. Certainly the teachers have retained much of their research role in the continuous programme that they envisage. By doing this, they will be able to turn the reality created during the experimental term into a series of hypotheses for further exploration.

How do you disseminate this kind of action research in such a way as to make it useful to teachers who have not been part of the project? In January a group of teachers who have taken part in the project will meet in conference to study the results and data held by the Norwich team and their own records of their own experience. This group will probably form itself into an association, whose purpose will be to run conferences for other teachers and to provide speakers or mini-conferences for teachers' centres or colleges of education, or at conferences run by others. The principle is that research is likely to be of most practical use to teachers when it is reported to them by practising teachers. We hope to publish some teaching materials, and to use the royalties on these to support this teacher group in holding their own conferences and meetings.

If you are interested in the conferences or in getting speakers for your college, centre or conference, please write to Project on Teaching about Race Relations, Centre for Applied Research in Education, University of East Anglia, University Village, Norwich NR4 7TJ. We will acknowledge and (unless it is urgent because of your dates) we will be in touch again after the January conference.

The members of the team working on the project are Lawrence Stenhouse, Jocelyn Barrow, Gajendra Verma and Bob Wild. The pictures reproduced here have been used in classroom discussions on race relations.

Ron McCormick

● The interpretation of measurement results requires judgment, and the data for judgment cannot be presented here: these conclusions should be treated as informed judgments, not proofs. They report only on results as measured on the Bagley Verma Scale: the results are not yet fully analysed.

There are four scores on the test: general racism, anti-Asian attitudes, anti-black attitudes, anti-white attitudes. The great majority of the sample are white pupils (all but 167 in the experimental group).

On the whole sample (1,034 experimental, 460 control) means of all scores show all the control group worsening in attitude, though only the anti-Asian score is statistically significant. The best hypothesis we can make is that if we do not teach about race relations to adolescents the situation tends on average to worsen, rather than to improve.

The means of all the experimental group improve: the anti-Asian score is not significant, anti-black, anti-white and general racism are significant. This suggests that teaching about race relations can improve attitudes generally and does on average, but in the case of anti-Asian prejudice, it perhaps only slows down a trend of deterioration.

Strategies A and B (HCP and "teaching against racism") show similar patterns, with advantages of experimental over control statistically significant for general racism, anti-Asian and anti-black, but not significantly different for anti-white. There seems to be no good general ground for recommending one of these strategies over another.

Strategy C (drama) shows no significant differences between experimental and control. However, it is not possible to assert that teaching about race relations through drama has no effect. A null hypothesis cannot be proved; drama may tap different areas from those monitored by this test; and there is some evidence that drama strategy schools approached the topic so cautiously and indirectly that it would be unlikely to show effects. So no hypothesis can be offered.

However, there is evidence that in a minority of schools (about three out of 30) teaching about race relations made attitudes worse compared with the control group. Do you try to avoid teaching in such schools, or do you try to improve teaching? If the former, how do you anticipate? If the latter, how do you improve?

There is also evidence that in all schools where attitudes are generally improving, the attitudes of some pupils are deteriorating. This is, no doubt, common sense: some pupils in classes that learn to love music or literature develop a distaste for them. But it presents acute existential problems for teachers. Apparently if they do nothing about race relations they fail to improve attitudes which could be improved on average by doing something. But if they go for that improvement, some pupils' attitudes will deteriorate.

● *Comments by teachers from the same school on materials provided by the Norwich team.*

Interviewer: And what do you feel about the material?

Teacher 1: Well, I was very disappointed because I think a lot of it is not very suitable for discussion. I think we said at the initial conference that we'd rather have sort of press cuttings, more immediate stuff, rather than more heavy items which don't really fit into discussion, especially with the kids I've got, who find difficulty understanding written evidence.

Interviewer: And what are the kids you've got? What sort of level, you know. Is your school streamed or what?

Teacher 1: No, they're fairly mixed ability groups, without the bottom 10 per cent or so remedial, but I've got perhaps only one clear O level kid and the rest are sort of fairly average to above or below CSE.

Interviewer: And you haven't really found it's taken, is this what you're saying?

Teacher 1: Well, there's been an improvement, you know, in a sort of . . . sense compared with discussions that we've had term and some of them really are quit The last time, I don't know what I to do. In this, I've been trying to de a bit more than I had done and be they're, because they have this hang-up choosing something to talk about. I ask them and they tend to think nothing I want to talk about, it's a same. So we try to stimulate them the last time fell flat on its face. I remember now, I've forgotten my list, exactly it was that I gave them but it hing that they—oh, yes, the schools I tried to get the thing going on, cation, and I gave them this bit which that the white mothers didn't want their educated in a, a black school. And was no response to that because it so obvious that this was unfair all the kids were black in the school. nothing really grave that you could them to bring out some ideas. After the discussion eventually collapsed in a as and that's my last one so far. I've tomorrow, one Thursday.

Interviewer: And how many are in the group?

Teacher 1: Eighteen.

Teacher 2: Mine seem to be able to—in contrast to Teacher 1's group—read rather more difficult evidence. I think possibly the range of ability in my group is somewhat higher and I would have four, possibly five, people in it who are sound "O"-level people and also I have possibly a higher proportion of people with greater confidence in expression. Certainly there's one boy in particular who initiates discussion, who is himself only of marginal "O"-level ability in written work, but orally he's excellent. He has a good sound approach. He can examine evidence critically, put forward a point of view, examine it in the light of other arguments. And this approach seems to me to be more generally adopted by the rest of the group, and I was surprised today when one boy who's got a reputation of being particularly frivolous and silly in class was raising serious questions on the admissibility of certain sorts of evidence—really upholding them to the question of how we can judge the truth about certain forms of evidence. They seem to be able to sustain discussion with little help from me. For example, we showed last—a week ago this Monday—several films on apartheid: two from the South African Embassy, and also *Let My People Go*, and the following day I only had to ask the question: "Do you want to talk about what you saw yesterday?" for them to begin discussing this.

Interviewer: Were these films seen by all the groups?

Teacher 2: By all the groups, yes. And we discussed them last Tuesday and also today. But we concentrated I think basically on looking at attitudes which were critical to apartheid last week and this week we re-read that rather difficult passage by a guy—is it de Villiers?

Interviewer: Yes.

Teacher 2: Who speaks in terms of, puts arguments in favour of apartheid anyway. Which is rather a difficult passage. We didn't, we didn't read it all but what was read was understood, and they seem to have, have the ability of pointing to parts of the evidence and bringing each other's attention to parts of the evidence and discussing it, and I was particularly pleased today that they even, were even referring back to evidence that was used last week and calling for it again. Thus, we'd looked at the, that collection of laws the South African Government had passed and this week I was asked if I could find it again because we'd like to look at it once more. This boy was pointing to a particular thing and I was very impressed by this. Of course, it seemed it was pleasurable from my point of view. And sort of generally, I'm, I'm rather impressed by what's going on.

● *From a tape of a classroom discussion between pupils and a teacher on the effects of teaching about race relations.*

Pupil 6: Well, I've learnt to open me mind a bit more about coloured people because I was fairly racial prejudiced and I knew that there was an apartheid in South Africa, but I never knew it was that strict. I knew they had to keep white to some taxis and black to others and you weren't allowed to meet, but I never knew that they were that strict that a 16-year-old boy could be arrested for being lazy. That is just really stupid.

Teacher: You said that you thought that you were a bit colour prejudiced before, and do you think it has helped, do you think?

Pupil 6: Yes.

Teacher: Definitely?

Pupil 6: It has.

Teacher: It's meant that, instead of you ing at it in such a strong way, that you a bit more sympathetic now?

Pupil 6: Yes.

Teacher: Can you perhaps think, ask (name) his views, in what way mellowed, what way you've . . . wha wouldn't . . . what you would have before that you wouldn't do now becau think about it, do you know?

Pupil 7: Well, I don't think race ally helped, because you know I'd made own mind before we started doing d I don't believe . . . because I know that I'm prejudiced and, you know, still feel the same way so I don't think ped me at all really.

r: You don't feel any horror at what's aing to the coloured people in South now? Do you think it's quite all right s happening?

7: Well, yes, I do feel it's bad because e on such a big scale. It's silly, you , prejudice is a stupid thing, but you , if it was done on a, you know, if it t quite so bad, and if the law wasn't quite so strict I don't think I'd mind about it. I wouldn't think about it.

Teacher: So if people are extremely anti-coloured, you get a little bit concerned, if they're only slightly, then you don't mind? Can you see any reason why someone should be penalized in any way because of the fact that their skin is black? Why do you think . . . shall we say they've the same intelligence, they live in a clean house, why someone couldn't . . .

Pupil 7: Well, because over here, this is our country, because they've come to this country and because they're black, people think they haven't got a right to be here. But over in, you know, say, over in, say, Africa, I think, you know—they shouldn't do that because it's their own country, but here, you know, they come over here and people don't want them.

Teacher: What about you, then?

Pupil 5: Well, before, I never really thought of it from their side, but after doing race relations, I started thinking about it from their side and saw how bad it is really for them. I don't like some of the ways . . . the food they eat mostly, the smell, but they probably don't like our food and there's no way of really making them eat our food.

● *From a tape of a classroom discussion on truancy. There are two Pakistani girls in the group, one of whom is Girl 6.*

Teacher: Why did they do it? Did they say 'Right, we'll get all this lot of girls who were born in 19 whenever it was and we'll make them all stay on this year'? What a joke! Ha! Ha! Is that what their idea was?

Girl 2: Yes, it does seem so with us, doesn't it?

(Girls shout in the background.)

Girl 3: . . . they wonder why there's no work.

Girl 1: If they want to leave, let 'em leave whether they get a job or not and it'll serve 'em right.

Girl 2: Yes.

Teacher: But why do you think they did it? Why did they say . . . ?

(Several girls shout at once.)

Girl 1: But this'll teach 'em, won't it? If there's no work for 'em when they leave it's their fault, not ours.

Girl 3: I know, but whose fault if there isn't any jobs?

Girl 1: Nobody's. If there isn't any . . .

(Confused shouting from several girls.)

Girl 4 (shouts): The trouble is they let every nation and race come in and pinch our jobs and what've we got? Nothing.

Other girls: Yeh.

(Several girls shout again.)

Girl 3: Yeh, they let everybody come in 'ere and when they come in, they give 'em money.

Girl 5: No offence.

(Shouting again.)

Girl 6: My dad 'asn't got much.

(Confused shouting.)

Girl 3: And then, some people in this c who aren't even English, they've got b shops, cars and 'otels and what've we

Teacher: Why? Why?

(Confused shouting.)

Girl 3: 'Cos as soon as they come country, they give 'em money.

Girl 6: We 'aven't even got a car. S of us have, so.

5: We're not saying you.

6: They are

her: They're not.

ting again.)

1: Not Pakis in particular—all the races.

get money.

her: But where do they get this money

)

outing.)

her: Would you be quiet, please.

3: I don't know, but I've been told.

her: By whom?

Girl 3: A person.

Teacher: Where d'you think it comes from? D'you think it comes out of the sky?

Girl 3: I don't know where it comes from—out of our pockets.

Teacher: Would it be worth asking this myth—about this mythical money?

Girl 4: Yeh, why should *they* be allowed to 'ave our jobs?

Teacher: *Your* jobs?

Girl 4: Yeh.

Girl 3 (shouting): The *trouble* is this country's too soft.

Teacher: Which jobs? Which jobs?

(Background shouting.)

Girl 4: Well, all the other races have got our jobs that we should be 'avin'.

Girl 7: You've got our . . . doin' the navvy work.

Girl 3 They should be *in their* country doin' *their* jobs for their country and we should be doin' our jobs for *our* country.

(Shouting again.)

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The tongue-tied masses

Anthony Quinton on some revolutionary hopes

*Language, Truth and Politics. By Trevor Pateman. Published by Jean Stroud and Trevor Pateman.**

Ever since Marx died the widespread refusal of the proletariat to rise to the occasion and play the part assigned to it in the revolutionary drama of his predictions has been a source of discomfort to his adherents. Even where the old order was swept away in a violent social transformation, as in Russia in 1917, the event did not conform to Marx's specifications. It was not the self-conscious working-class that made the October revolution in Russia but a brilliantly-led clique of intellectuals and professional agitators.

The neo-Marxism that stems from Lukacs, particularly from his *History and Class-Consciousness* of 1923, has been preoccupied with this problem ever since. A favoured explanation for the historical sluggishness of the workers has been the false consciousness instilled in them by the ideological apparatus of the bourgeoisie. In recent times this idea has been most familiar in the form given to it by Herbert Marcuse, notably in his *One-Dimensional Man*. According to him, the productive success of capitalism has enabled it to lull the oppressed into a false, drugged contentment with their lot with a profusion of trivial consumer satisfactions.

Trevor Pateman's *Language, Truth and Politics* is a contribution to this line of thought. It draws on recent linguistic studies, particularly on those concerned with "pragmatics", the background assumptions and conventions which determine much of the force of our communicative acts, to argue that it is not just by the false content of their ideology that the bourgeoisie keeps the proletariat quiet but by a more fundamental disabling strategy of "cognitive and linguistic deprivation".

One device is the propagation of a conception of rationality which, by treating certain experts and authorities as unchallengeable, protects error from criticism. Another is the trivialization of discourse through social conventions about the nature of amiable, "phatic" chat which allows false beliefs to pass unquestioned. More sinister is the phenomenon of "repressive discourse", where issues are removed from discussion by concealed reliance on power, such as the suggestion, rather than actual utterance, of the question "who do you think you're talking to?". Rulers treat the ruled as parents do obstreperous children, or doctors in mental hospitals treat the insane. Finally, the way in which people are socialized prevents them from acquiring the cognitive and linguistic skills which would enable them to grasp and express their dissatisfaction with the society in which they live.

The title of Mr Pateman's books implies a comparison with A. J. Ayer's first publication and the two are, indeed, brief and ardent. Furthermore, they both at once summarize and in certain respects add to a lively intellectual tradition, of largely non-British origin. Mr Pateman is a less elegant writer than Ayer and it is unlikely that his book will have anything like the same kind of influence.

Throughout the book Mr Pateman makes one large assumption which he takes to be so obviously true that it requires no substantiation. This is that society is irrational and can be improved only by a sudden and total revolution, sweeping away all the inequalities of power that it contains at present. He always uses the phrase "social change" to mean a change of precisely this kind. Everyone desires some social change, in the ordinary sense of the words. Furthermore, social change, in the same ordinary sense, is constantly going on. But to Mr Pateman it seems that nothing important has changed since Marx wrote. The welfare state, the growth of union power and other such changes in the relativities of the human condition in industrial society are really no more than cosmetic.

There is something Leninistically patronising about his conviction that the masses are too intellectually deprived to see and say that they want a complete social revolution. It does not occur to him that they might be bright enough to prefer solid, piecemeal gains to the risky historical melodrama in which Mr Pateman invites them to participate. They might well feel that "social change" as he conceives it is likely to replace the relatively mild oppressors they live under at present for fierce, Stalin-like figures, given to quelling strikes with tanks and boosting output with labour camps, these being the most probable beneficiaries of a revolution engineered on the lines Mr Pateman proposes.

Mr Pateman has had, resisted but nevertheless benefited from, a conventional education in academic philosophy. "I should like", he writes, "to propose a philosophical practice whose scope might be defined . . . from the point of view of promoting the truth of what is thought and said; the rationality of thought, discourse and action . . ." Who could possibly object to that? Well, anyone who sees him go on to say "Philosophical activity could include such political and practical things as lea meeting or operating a Trades tion Act."

The irrational fixity of Mr P revolutionary obsession is evide argument from an early stage of Every act reproduces or subverts institution; every social institu organization of power; therefo act is political for it either su subverts a given organization of

Consider washing-up. It is a soc tution of a sort. In some hous may even be an organisation of But just what organization is surv subverted by a bachelor who ch wash up the day's plates before to bed, rather than as soon as eaten? The argument plays blan an ambiguity in the phrase "soc tution". Not all regularities in th social beings involve organiza power, not even conspicuously so like queuing.

Mr Pateman's theory is, as he p it, an answer to a non-problem. Th tariat is non-revolutionary, not be cannot formulate its implicit ar but because it does not want wh Pateman thinks it ought to want, I suspect, because it has a better idea of what it is actually like than he has. To say that, howeve to say that the linguistic phenom describes do not exist; only that much less politically important supposes.

Available at £1.50, post free, fr Church Green, Newton Poppleford mouth, Devon. Also stocked by dium, E.O.A. Books (Oxf Symposium (Brighton). To librar post free.

Unspinning a yarn

Antonia Byatt on the novel as story

Tellers and Listeners: The Narrative Imagination. By Barbara Hardy. Athlone Press £6.75. 0 485 11153 5.

There is at present an enormous surge of interest in the nature of narrative and the conduct of stories. This is, I imagine ,a direct result of a concomitant impatience with stories which has various forms and origins. E. M. Forster's "Oh dear yes, the novel tells a story" is the subtle artist's amused and grudging admission of the existence of what he sees as the irreducible primitive part of his complex work. The high modernist novelists played games with narrative, distorting its form with flashbacks, slanted tellings, deliberate lacunae and so on, partly out of a desire for formal innovation, partly because the nature of "story", intensely contemplated, was seen to be a human construction, a human vision of time, with necessary limitations and ambiguities. This in its turn led to extreme aesthetic stances like that of B. S. Johnson, who became obsessed by the idea that "telling stories is telling lies", that all narrative is distortion, and that it must be possible to write a "novel" that was not a narrative or a fiction.

In our time, we have political and metaphysical views that assert that the past is irrelevant, that continuity is a delusion, life essentially random and chaotic, art ephemeral—all of which imply an art of writing in which narrative sequence is at best something that can be rendered absurd by being made, like those impossible visual images of wooden triangles, to show its own artificial impossibility.

Barbara Hardy, in *Tellers and Listeners*, quotes Walter Benjamin's view that "the art of storytelling is coming to an end". Benjamin, in 1936, ascribed this to the fact that "experience had fallen in value" and ascribed this fall in value to the dwarfing of individual experience by the events of the First World War. Stories, according to Benjamin, were "experience which is passed on from mouth to mouth" and humankind had slowly become unwilling or unable to derive wisdom or counsel from listening.

It was inevitable that the programmatic denial of story, of narrative, should provoke a reaction. B. S. Johnson is easily refuted. He claims that any stranger in a pub can tell a story and that art should not be concerned with such trivialities. The reader, the novelist, the human being retorts that strangers in pubs tell stories because stories are life, are interesting, are an inevitable mode of human expression. As Michel Butor says, in *Le Roman Comme Récit*, the novel is only a particular instance of an automatic narration which is a condition of our life. Confession, psychoanalysis, declarations of love, talk in buses, curricula vitarum, are all stories, with which we think, with which we comprehend the past and make or face the future. We may *believe* life is chaotic. We can hardly refuse to observe that stories are part of the chaos.

Benjamin's harsh perception of our cultural loss of the told tale is, I think, not easy to refute: But some such perception has given rise to a new obsession, academic and populer, with folklore, fairytale, parable, joke. Scholars study Hans Andersen and Grimm, and Dickens's use of the *Arabian Nights*. Tolkien is a best seller, a teller for our time, appealing to narrative nostalgia. Robert Nye, in one of the few interesting exhibits in a recent collection of "experimental" fiction produced an inexhaustible bouncing folk-tale called *Adam Kadmon*.

Professor Hardy has taken on the complex subject of the narrative imagination with her usual energy. Her preface reasserts the pervasive presence of stories in life: "the stories of our days and the stories in our days are joined in that autobiography we are all engaged in making and remaking as long as we live, which we never complete, although we all know how it is going to end." Her approach to narrative is through the narratives within narratives told by one person to another—Sancho Panza to Don Quixote, Iago to Othello, Strether to himself, Hardy's villagers to their audience, Little Dorrit to Maggy, Krapp to his tape. She isolates various forms and themes: fantasy and dream, memory and memories, lies and slander and gossip, the abuses of narrative, and the truths told by good tellers to good listeners. She then explores the narrative structures of three writers in depth: Dickens, Hardy and Joyce, ending, appropriately, on the composite circular tale, babble, gossip, cosmogony, fact, fiction, of *Finnegans Wake*.

Tellers and Listeners reads like good talk, and has the rewarding and occasionaly frustrating qualities of a high-powered seminar. It dashes on from example to example, some brilliantly chosen, some rather baffling—I accept that both Benedick's and Beatrice's declarations of love, and that of Kl and Catherine Arrowpoint in *Deronda* are among the high poi literary images of communication they are neither of them really st

Professor Hardy's interests in nar are, in a valuable way, very close Leavis's. She is a moralist, who ha lost in aesthetics the capacity to re to people in books and the creat those people, as a good listener. moral values, moreover, however her range of example, are essen those of the high *nineteenth* ce realist novel. She values Don Qui because his telling and listening, his deranged living-out of read roman are controlled by benevolence and tice. She values Hardy because he not manage to depict malevolent gos and her analysis of his village tal excellent both as moral insight literary criticism.

Even on Joyce's mimetic creation, out commentary, of the talk of Dubliners, she comments: "In st lously avoiding a contrast betwee style and theirs, or his sensibility theirs, he teaches us not to condesc The paramount moral concern lessons for life is uncompromising

"Counsel" and "wisdom" were Benjamin said had been lost with t tional storytelling. Modern narr theorists may well feel that Prof Hardy has ignored certain technical culties and changes in ideas about tive that one might have expected to treat. But she has an eager res to counsel and wisdom that creat major insights.

Beneath e gluttony and glitter

n MacInnes on life in Edwardian England

ardians. By Paul Thomp- eidenfeld and Nicolson. 297 76956 1.

is periods, the public ous about social life at el: for instance, that of ich civil war, the French , or even of Victorian . But in other eras, only of the privileged arouse est: Versailles of the ons, the English Regency Edwardian age. Perhaps such moments are parent assurance before t the lives of the luxur- ate so much. At all profusion of books con- appear about the doomed of the Edwardian age "society" being one of repulsive, by its crass arro- self-indulgence, in all

hompson's book is not like : he writes of the privi- tainly, but chiefly of the dle, working and agricul- es. His tone is sober, and a little prim, with of controlled revulsion. reason. For whereas and pretentions of in Victorian England were to a great extent, by the and enterprise, at any rate decades, of the nation by the turn of the "society" was living not ial, but on moral capi- whatever decade before es the first decline energy and prosperity, were manifest of a consisting chiefly of pretentions. The United Germany were overtak- industry and commerce; War revealed political and competence; and among orders", wages remain- while prices of bare steadily soared.

pson, who is both his- sociologist, surprises by that, save in some re- early twentieth century less well documented of the preceding century. enlarged and enlivened ation by conducting a section of interviews survivors of the period. is divided into four sec- one to reveal the dimen- social inequality; then "case histories" of the ; next, an account of the and social instruments of and, finally, a summary of that occurred after death, and the end of the war.

the "Edwardian age" King Teddy, of music hall and giddy Gaiety Girls, als" at Clouds surround- Balfour, nor even of Tommy Atkins and Jolly on bank holiday with their the Old Bull and Bush; a portrait of lives of desperation. Disparities of fantastic and, unlike our more modest or pru- Edwardian swells gloried and ostentation. The servants (well over a rarely lived the jolly, pic- existence of *Upstairs*, and for women, the to "service" were the textile factory, domestic or prostitution. Even of the rich, without edu- any function except mar- lives of heavily restricted

meals were served affluent, with a background hunger, and even starva- housing was in regimented among the rich, except stockbroker's belt, new homes" were not built, but old ones bought up and refurbished. The more fortunate of the middle classes escaped to the new suburbs; while in the country, village life contracted, with the agricultural depression and massive exodus to the towns. Expectancy of life among the classes varied by as much as 20 years.

Despite the adulation of childhood and adolescence—of which there is a whole literature, written largely by adults for adult readers—the myth was confined to the middle classes where, what with nanny and the governess, life was a litany of dont's. As to poorer kids, they mostly had it very rough indeed: they worked too early, played too little (in the streets), and didn't have proper grub. The "English disease" of violence to children was habitual, especially among school teachers, whose modern descendants have perhaps reversed their attitudes as a token of collective expiation.

But what of all those cheery music hall numbers—didn't they "all go down the Strand" or "beside the seaside, beside the sea"? Well—yes; though it must be realized that most music hall songs reveal a wish rather than a reality, and that the more realistic—Gus Elen's, for instance—are pretty grim. Certainly there was cheap booze, a burgeoning Yellow Press and, for the more austere, the martyrdoms of the Salvation Army, or the ecstasies of the Band of Hope. For troublemakers there were also the unions, suffragette agitation, and the emerging Labour party as creative recreations. For the more individualistic, there was crime — so much so that the bourgeoisie spoke of the "criminal classes" as if of a social order.

By the end of Edward's reign the more clear-sighted, among the rulers as much as the protestors, realized something was badly wrong; even Balfour did, for despite his noble blood and inherited millions, he was one of the rare English (i e, Scottish) politicians interested in science and its implications. He must have seen that the education of the élite was for empire-building—or preservation—and not, as in Germany, for industrial development; while compulsory schooling was so inferior and evaded, that the mass of the population was, in any effective terms, still illiterate and unskilled.

Didn't the Great War, despite its holocaust and ruin, change all this for the better? Not all that much, Mr Thouson thinks; the women returned from the factory to the kitchen, and the surviving men came back to a slump leading soon to the General Strike. For the fact seems to be that despite these upheavals, England remained the most class-ridden society in Europe; as it still is, though the conventions of the "classless society" mask the great cultural divides of our own era.

So much then, for the "good old days": or does Mr Thompson exaggerate? It's hard to believe so since, once one peers, even superficially, beneath the gluttony and glitter, a grim social scene emerges. Two peculiarities of the era are the passive acceptance of their lot by the majority, due possibly to temperamental conservatism, and the near-century of internal peace. The other is, how little the Edwardian rich *did* with all their money, except waste it; for the Victorians, after all, left many splendid physical and intellectual monuments behind them.

This book is the second of a series on the History of British Society which E. J. Hobsbawm is editing, and for which we are once again immensely in his debt. Our knowledge of how most of our immediate ancestors really lived is minimal, and Professor Hobsbawm has performed a noble task of social archaeology for us all.

AN EDUCATIONAL DOGMA?

Peter North on the Humanities Curriculum Project

People in Classrooms—Teacher Evaluations of the Humanities Curriculum Project. Edited by John Elliott and Barry Macdonald. Centre for Applied Research in Education, University of East Anglia, University Village, Norwich NR4 7TJ £2.00.

There can be no doubt that things will never be the same again. As we wonder how our evenings were spent before the coming of television so also might teachers ask how things were before HCP.

The Humanities Curriculum Project could never have been less than influential. Established in the late sixties in the wake of Working Paper 11, with a brief to provide "stimulus support and materials" in the humanities with reference to the "needs of adolescent pupils of average and below-average ability", and with, by today's inflation-ridden standards, a sumptuous allocation of funds, the Project was destined for stardom from the start. In retrospect one must admit that it has been a disputed stardom. HCP acted as a magnet for controversy—itself an irony for a project which sought to increase understanding of controversial issues in the classroom.

All that is now behind us and it is time to take stock, to review the current position and to make an assessment of HCP not as an innovation but as a component of current educational practice and debate.

People in Classrooms provides an opportunity for such an assessment. It contains 15 essays on aspects of HCP, written by practising teachers, sandwiched between an introduction—by Barry Macdonald, director of the HCP Evaluation Unit—and a conclusion by John Elliott, a member of the project team. The essays are varied in style and content, each representing a snapshot of HCP in a particular time and place. As a symposium it is essentially concerned with curriculum process, with how a particular pattern of learning activities operates in a school situation, and is neatly rounded off by John Elliott's concluding chapter.

It is the HCP approach to classroom discussion which has been the centre of interest and controversy. *People in Classrooms* is centrally concerned with the HCP practice of "neutral chairmanship", and as a collection of views and practical experience on discussion methods the book is a very useful document. It attempts to provide a balanced view of success and failure and is therefore a welcome addition to the available literature. Underlying the majority of contributions, however, is the assumption that the HCP methods, while needing development and adaptation, are fundamentally right.

This assumption is interesting. The main critiques of the project have come from those who have questioned the appropriateness of the project's ideas and approaches to the need of the school curriculum. Such critiques, while placing their emphasis on the structure of ideas within HCP and their relationship to general educational principles have disregarded the processes by which those ideas have been generated and transmitted. In a revealing chapter of *Culture and Education* (Nelson 1967) Lawrence Stenhouse, director of the Humanities Curriculum Project, continually refers to "culture" as something handed down to each succeeding generation. He fails to recognize that culture is socially created and that an understanding of "culture construction" is essential to an understanding of culture itself. In terms of HCP there is a need for some consideration of "HCP culture", how it has been generated and how it is transmitted.

There can be no doubt that an HCP culture exists. The majority of contributors to this symposium share common values and attitudes towards their activities as teachers. One suspects that their unifying characteristic is not an objective assessment of whether a particular classroom method works or does not work, but their acceptance of HCP as an educational dogma.

The commonly accepted canons of curriculum evaluation and criticism are canons of rationality. They seek to assess curricula either in terms of some general over-arching educational principles or against some means-ends continuum. HCP may not be conducive to such an analysis. Whether or not HCP survives depends neither on its objectively validated achievements nor upon its internal logical consistency. Instead, its continuance depends upon the acceptance by the teachers of a body of curriculum ideas and by the teachers' absorption into the common HCP culture.

One is immediately drawn to Bryan Wilson's work on religious sects. Sects are minority groups within a pluralist society. They possess distinctive forms of knowledge not wholly accepted by the wider community. They emphasize doctrinal purity and right ways of doing things. Entry into the sect is through some process of initiation or induction.

The parallel is close, though one might dispute the organizational similarity between HCP and minority religious sects and prefer to adopt Yinger's use of the term "cult" for a collectivity with less clearly defined boundaries. Putting that particular discussion on one side it might still prove fruitful to apply the insights of the sociologist of religion to curriculum movements.

HCP certainly has a body of doctrine. Its credo is on page 7 of *People in Classrooms*. Induction is clearly seen as the preferable mode of entry into the role of HCP group leader. Undoubtedly HCPs disciples claim to "know" things, about classroom discussion, for example, which are not thought to be part of the common knowledge of school teachers generally.

In reading *People in Classrooms* one is frequently aware of the existence of unstated assumptions about the nature of educational institutions, the role of the teacher, the processes of change and so on.

In terms of accepted evaluative procedures these underlying assumptions are not available for analysis except in the terms of educational philosophy where the concern is to explicate such assumptions and evaluate them on basic principles of logic. This is comparable to a rational humanist debating religion. It may be an amusing game but it does little to advance one's understanding of the animal.

What is needed, and this book may provide a starting point, is a view of HCP as an educational community, sharing common beliefs and assumptions which relate in everyday pragmatic terms to the activity of education. The sociology of education needs to attend to the way HCP culture develops, how it is applied and how it adapts to hostility and refutation. The framework for HCP evaluation needs to move away from Bloom, Peters, Skinner and Argyle and towards the approaches of Becker, Berger and Festinger. In such a study *People in Classrooms* would be, as HCP puts it, "evidence".

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26 Books/Psychology/Sociology

PEOPLE BEFORE RATS

Charles Rycroft on a new introduction to psychology

Human Beings. By Liam Hudson. Jonathan Cape £4.95. 0 224 01108 1.

In his previous book, *The Cult of the Fact* (1972), Professor Hudson, who is well known for his work on convergent and divergent thinking, voiced his growing dissatisfaction with the "self-consciously scientific psychology" in which he had been trained, but expressed his hope "that, somewhere behind the paraphernalia of false science and apparent objectivity, there lies the possibility of a more genuinely dispassionate study of human nature and human action".

Now, in *Human Beings: An Introduction to the Psychology of Human Experience*, Professor Hudson has addressed himself to a more detailed consideration of the nature and scope of a psychology of which he could approve. Although presented as an "introductory text", presumably for future students of psychology, *Human Beings* is, and is clearly intended to be, more a manifesto for a New Look in psychology, one which, in the author's view, "represents something of a break with the traditional view conveyed in textbooks" and "is bound at moments to seem iconoclastic".

Professor Hudson's new approach to psychology is based on three assumptions: first, psychology should be about people and not about rats or pigeons and should furthermore concern itself not with trivia but with those aspects of human experience which we consider important; secondly, psychology should be "integrative, creating connexions between traditions and styles of thought that have in the past been treated as separate, the artistic as well as the scientific; the biological as well as the cultural"; and thirdly, psychology should be concerned with the meaning rather than the causes of human attitudes and actions. "For the heart of psychology lies, I believe, in interpretative argument: on the effort to make sense of what people think and do."

I imagine that only a reviewer who had himself enjoyed or endured the rigours of an education in academic psychology would be able to assess to what extent Professor Hudson's standpoint really is iconoclastic and to what extent his latest book really does constitute a break with the traditional view of psychology. To someone like myself, who has been spared or deprived of such a training, it would seem, however, more that Professor Hudson has come round to the traditional view of what psychology ought to be about, which has always been held by those who have been educated in the humanities and have never believed that controlled experiments and statistical analyses are the only sources of the truth. The kind of psychology against which Professor Hudson is rebelling and protesting is, after all, little more than 50 years old, and has always been looked at askance by humanists and biologists alike.

Some years ago I delivered an analogous attack on the pretensions of psychoanalysis to be one of the natural sciences and argued in favour of the view that it was primarily concerned with the meaning not the causation of human experience. And Professor Hudson's bibliography shows that he is familiar with this essay of mine. Although Professor Hudson's new view of psychology may, perhaps, be iconoclastic when viewed from inside academic psychology, from a wider point of view it would seem to be part of a general shift from causation to hermeneutics that is occurring in all of what used to be called the moral sciences.

Although it would be an exaggeration to say that Professor Hudson is moving away from psychology and towards psychoanalysis, it is clear that he has become preoccupied with those aspects of human experience with which psycho-therapists of all schools are inevitably concerned, with consciousness, with the self and problems of identity, with dreaming, with creativeness and with symbolism. In one chapter he gives his own account of the process Freud named sublimation which enables human beings to convert elemental needs and anxieties into symbolic form. In another he presents a geometrical model which, as he rightly claims, does much to clarify many psycho-analytical concepts, notably those of "the self", "identification" and "ego-boundaries". And in his last chapter he establishes his central thesis and message, that human experience is grounded on an essential tension between the claims of self-expression and order, both of which are innate parts of human nature, by discussing and modifying the maverick Freudian N. O. Brown's version of Freud's idea of an innate conflict between life and death instincts.

Finally, it must be said that Hudson is himself a maverick who refuses to be branded and who is, perhaps, more anxious to define his dissents than his agreements with others. Although this makes for lively and stimulating reading, it also makes it difficult to decide when he is really saying things that are new and original and when he has merely found an original way of saying something familiar.

FOR SAINTS ONLY?

Carolyn O'Grady on teaching adults to read

We Made a Go of It: Twelve people who learned to read and write. By their tutors. Compiled by Esther Gordon, Tutor Organizer of the London Borough of Harrow. The Grail 40p. 0 901829 28 5.

"What we are really looking for are saints." This remark, which was made to me some time ago by an adult literacy scheme organizer about part-time volunteer tutors, has been echoed by many others since, and is emphasized in spirit by this booklet.

The aim, say the publishers, is "to encourage anyone thinking of becoming a volunteer tutor of an adult illiterate" and to demonstrate that "a long course of special training is not necessary for volunteers to succeed". The impression given is certainly one of success, but success achieved only through the highest qualities and against very high odds. The book is full of imaginative ideas and examples of sensitive handling of difficult situations.

Apart from the gruelling slog of teaching sounds and words and coming to terms with the multitude of exceptions in the English language, the 12 tutors describe how they were faced with pronunciation difficulties which meant that for months students could not tell one vowel sound from another; with psychological and family problems which prevented pupils turning up for lessons or meant that for a long time they refused to acknowledge the extent of their disability; and with the many clever stratagems which adult illiterates employ (one student fooled his teacher for some weeks by using his incredible memory to learn long lists of words by rote, which he could not recognize individually).

It would seem enough to tax a saint. But what emerges most strongly, apart from the dogged determination of most of the students, is the perseverance, imagination, understanding and modesty of the tutors. And here lies a possible weakness of the book. Surely, occasionally, even the most successful tutors and students must lose their tempers, despair, walk out on each other, make up and go through most of the other tensions and conflicts of intimate relationships?

In her introduction to the booklet, Cathy Moorhouse, Director of the ILEA Adult Literacy Scheme, says that the case studies emphasize the dynamic relationship between tutors and students. Unfortunately the impression is that the tutors—probably out of delicacy—have soft-pedalled in their description of the darker side of that relationship. In its present form the booklet will discourage all but the saints, and perhaps there just aren't enough of those to go round.

GUINNESS GOES CLIMBING

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GUINNESS SUPERLATIVES

STRAIGHT AND CROOKED

Antony Flew on logic

Logic: Depth Grammar of Rationality. By Patrick Bastable. Gill and Macmillan. £12.95. 7171 0710 8.

This large and inevitably expensive work is presented alternatively as "An introduction to" or "A textbook of the Science and History of Logic". Its interest and its appeal in fact lie in the ways in which it is unlike the mass of logic textbooks: it can scarcely be seen as yet one more competitor in that overcrowded market.

Section A is preparatory, designed to bring out what Logic as a science is all about. Among other things this explains a lot of those practically useful notions which are too often not presented to students taking mainstream modern logic courses: there is, for instance, a handy list of the various *Argumenta ad* this and that. The flavour of Irishism in some of the exercises will give special pleasure to those who notice that Dr Bastable teaches in University College, Dublin: "To avoid a collision I ran into the other car", and so on.

Section B is on Formal Logic. I doubt whether this alone would be enough to enable many students even to begin to master the formidable mass of material here traversed in a mere 116 pages.

Section C is on Metalogic. Characteristically, and I think rightly, this includes a fair amount of historical material. Section D deals with Philosophy of Logic, with a similar historical interest. Section E is called Applied Logic. This is not, as perhaps one might expect, a sort of *Straight and Crooked Thinking* or *Thinking to Some Purpose* written by a professional logician eager to discover applications in others fields for the findings of his science. It is, rather, analogous to those final parts on Scientific Method so often found at the end of textbooks of logic. But one difference is that this includes chapters on "Theoretical Thought outside the Empirical Sciences" and "Formal Detachment: Ideal or Myth?", the latter containing sections on Michael Polanyi and Cardinal Newman. The final part, Section F, is a 30-page bibliography of logic.

The use of Bastable's *Logic* will surely not be either as a textbook or as an introduction. But it could still have a lot of value as a book to be studied alongside or at the end of a university course in logic—and kept afterwards when the more conventional textbooks and introductions have been sold off to the next student generation. For what it can provide is historical background and intellectual connexions, setting the inevitable grind of that course into a deep and illuminating perspective.

REVIEW LETTER

Sir,—Like a number of other reviewers Ronald Fletcher has observed, in his review of *Racism and Black Resistance* (*TES*, 26.9.75), that my case studies were not documented. I was specifically asked to write a book in simple language and without footnotes or other academic paraphernalia in order to reach a wide and not necessarily academic readership. If Fletcher would like to see a carefully documented and precise discussion of, for example, victimization by immigration officials may I refer him to my recently published *Slamming the Door: the Administration of Immigration Control*?

Fletcher says that I have contributed to an intensification of racism but he makes no attempt to weigh this against the contribution of, say, the 1965 White Paper *Immigration for the Commonwealth* or the 1968 Commonwealth Immigration Act, both of which are discussed in my book.

I was writing about racism in Britain. Fletcher, apparently, sees it as "bourgeois capitalism". Well he and I can argue the validity of that judgment without rancour. But we must also argue it without being afraid to face some of the dark and disturbing aspects of contemporary Britain. These dark features cannot be exorcized with sentimental reminiscences of a stay in hospital. Analysis and action are needed. Fletcher's comment that he "simply could not recognize the society I see in the streets" is very revealing and made me ask "where does he live?" The injustices and injuries that I have described can be seen if one looks and they fall heavily upon the black community. But all of us have much to fear when officials become accustomed to the unobserved and unchecked use and abuse of their powers. Not even Ronald Fletcher is immune and he should face this rather than accepting the conventional wisdom about tolerance and fair play in Britain.

Yours sincerely
Robert Moore
Department of Sociology
King's College
Aberdeen.

WHERE?

Joe Benjamin

Varieties of Residential Exp Edited by Jack Tizard, Ian S and R. V. G. Clarke. £6.50. 8165 0. *Daily Experience in dential Life. By Juliet Berr* 8115 4. *Paperback* £1.95. 81162. *Routledge and Keg*

With a touch of brilliance, sor Tizard *et al* have sum their survey on residential care with a quotation fro Popper, appearing on the of their book: "Institutio like fortresses. They must designed *and* properly man

We are, or should be, talk about some 275,000 "p children, and not about in but in this very emoti challenging field we are ately faced with the fact th four per cent of residential are trained (CCETSW), wh concept of care is increasing preted as being most effec ordinary family unit homes designed? Properly mana

Professor Tizard's conc cover every aspect of the field the "normal" child who himself in a family group b to a parental break-down, to d turbed, deprived, delinquen handicapped child in a sing or mixed residential com home or educational institu the "advantaged" child in a paying boarding school. The bined view is a searching honest one. They admit paucity of real evidence general confusion arising fro fact that we have been usi divorce our more liberal app from the rigidities of nin century concepts of insti care. "Even though the units may have been dem over the past years, it ha mainly a movement from th large to the plain large o and many very large units in use; specialization on the hand . . . has if anything more marked and this likely to continue." Th on talking about "comm even while blindly interpret in terms of catchment area then only for the delinque maladjusted or the handica

Appropriately enough, Berry, too, uses a quotati poses the question:

"If, as a living creature,
I wish in all good faith to
living,
Where do you suggest I
lodge my application?"
(Christopher Fry: *The La
not for Burning*)

Cynics might reply, "Anywhe in a children's home", bu author hero is a realist a overall concern is demonstrat a sympathetic review of child since the publication of the C Report (1948), and the effec latter has had on de-institu ing the total fabric of care.

The lack of confidence residential workers is well-know least within the social work What is less well-known and, even ignored is the problems face. She vividly describes situations in relation to the wor own strengths and weaknesses, their effects on children who fighting "in all good faith to tinue living".

While these books make a able contribution to the litera on child care, they pose two nent questions. The first, for dents and workers alike, is what extent are the chil involved in influencing policy?"

The second question is alto different. Bearing in mind even in the concept of a fa group home, children on rea the age of 16 are hived o "digs" or hostels devoid of any kind of home comfort and port, your reviewer can join a quotation from *Bleak Hous*

"Thrown on the wide
doomed to wander and
Bereft of his parents, bereft

Books on wife beating and battering make the headlines attract wide interest. We Dickens to explain what a He and what a child needs. How shall we "suffer little chil before we allow them to spea themselves?

27 Books/Religious Education/Young Reading

HINGS TO FIND OUT ABOUT

lhleen Gibberd

ng Faith. By F. Thomas Fr A. P. Purnell and Sr Dodgson. Book 1. 7157 5. 85p. *Book* 2. 1013 3. £1.10. *McDougall.*

ng Faith is a complete RE bus for Catholic secondary ols. We have here the first two -intended, one would guess, pupils below the O level stage. y are large, generously illustrated, most carefully and realistically ned and should, as the authors e, make RE an interesting subject.

Each book is divided into 10 units er a heading that gives little ation of the range of thought red. For instance "New t" begins with the story of stian Barnard and arrives at meaning of baptism by way of stories of conscience struggles, go spiritual, some account of Tyler's work with drug addicts the working of the Holy Spirit. "Evolving Creation" moves Walt Whitman's poem on the s of the world to human progress in applied science, thence to eight and to changes, whether or bad, in the reader's own experience, while "Power and Glory" ts with the story of Hitler and ances with the Kingdom of God revealed in the life and teaching Jesus Christ. The method is to n with something that the child latch onto, then jog him into thinking by confronting him things to find out and talk t and questions to answer. For people after learning about Hitler class finds out the dreams, successes and methods of Alexander, Caesar, Mussolini and Stalin later discusses the statement: ing leaders, like dictators, are ly people. They seek power than find friends."

k Two is interspersed with sections of basic biblical . A separate teacher's book is available for each part. The series is humanitarian in spirit and doctrine is taken for granted rather than preached. A non-Catholic teacher might well find the book better than the products of his own denomination, and with due explanations could use it with non-Catholic children. In any case it is a quarry for ingenious ideas.

Come Inside the Church. By Owen Cole and Julie Simpson. Studio Vista £1.25. 0 289 70481 2. 65p *paper.* 70480 4.

Here are six different places of worship and the religions they serve described in colloquial language. The resulting little book should persuade anyone that the primary school is the place for introducing children to the various religions now represented in this country. All the difficulties disappear before the simple unsophisticated approach, and the salient features will—one hopes—stay in the child's mind ready for the details and the uncertainties appropriate to a much later stage. The simplification is, as it must be, expertly done.

A class of children discover their ignorance of one another's religious customs. The teacher proposes some visits, beginning with Mr Seah, Kim Bee's father, who describes a pagoda and explains the Buddha. Peter, the Christian boy, conducts a visit to his local church at Christmas time. Mr Hussein, Miriam's father, leads the children (with shoes removed) into the local mosque. The class teacher shows pictures of a Hindu temple and introduces Purnima's mother—who does a religious dance in the classroom. Rabbi Cohen receives the children in his synagogue and Rebecca tells them about Passover in her home. Finally Mr Singh arrives to describe a Sikh temple and to show everyone how to put on a turban. The places of worship are the focal points and clearly illustrated by Julie Simpson, but the children hear enough about charismatic figures and festivals to whet their interest and enjoy exchanging traditional greetings such as "Shalom" and "Pax Vobiscum".

The Bible Data Book. By Norman J. Bull. Evans £3.95. 0 237 35095 5.

This excellent book calls for a place in any school or classroom library. Send a child to look something up in it and he may come back with more than you ask for. Or let him have a look at it and he is likely to ask for it again It is in fact one of those reference books that it is also a pleasure just to read, but in this case so simply and objectively written as to be useful from age nine upwards and quite unobjectionable to a non-Christian.

There are six parts. The story of the Jewish people as found in the Old Testament is followed by the beginnings of Christianity as found in the New. Part Two is a vivid and detailed account of "Life in Bible times". Here are some of the subheadings: Salt, Meals, Feet, Cosmetics, Weddings, Banking, Measures, Horses. Part Three looks at the Bible book by book explaining briefly why it is was written, when, and by whom. Part Four looks at the original manuscripts of the Bible, its translations and "versions" and its missionary use. The last two sections are an encyclopaedia of places and people mentioned in the Bible—the only parts that do not have an illustration on every page, many of them coloured. An index completes a well-bound book of 150 pages. It is no mean achievement to have reduced so much scholarship and archaelogy to this manageable size and one is greatful to Dr Bull of St. Luke's College of Education, Exeter, for having done it.

HE ENDLESS QUEST

eoffrey Parrinder

ative Religion: A History. Eric J. Sharpe. Duckworth. 0 7156 . £8.95.

rative religion is an uous term, disliked by con ists who prefer to speak of istory of religion in an almost ological sense, and by others think it suggests competitive . Much that is taught in ges and schools as comparative ion does not compare, and d be more baldly described as studies, though there may room for more open comparison avoidance of it could be due failure of nerve. Nevertheless term is established in Britain, think we know what we mean t, and Dr Sharpe is right to the title. He provides a com survey of the history of comparative religion, with many illus ns from a wide field. Despite ical antecedents, and perhaps of later religious exclu , "the historical, critical and rative study of the religions he world" was a child of the teenth century. Yet its rise was more to the great extension of rate information about Asian ions in the West, than to the ne of religious conviction here. t faith today, which may be rilled by destructive biblical icism, can be restored by the perspective of the endless religious quest of all mankind.

One virtue of Dr Sharpe's book is its intimate knowledge of continental, especially German and Scandinavian, writers. Thus alongside Frazer, Tylor, and the anglicized Max Müller, there are Schmidt and Söderblom, as well as Durkheim and Lévy-Bruhl. British scholars are listed, and nobody can read everything, but perhaps more credit could be given to British writers on problems of method. The notion of evolution is one of the more potent tenets of the modern world, even among those who have never heard of Darwin, and the idea of the development of religion from low animism to high monotheism has long been popular, though it was challenged by Andrew Lang and is much criticized today. Similarly Frazer's magic before religion, which itself was before science, and Freud's origins of religion in totemism and a cannibalistic feast are generally abandoned. Eric Sharpe shows how slow the universities were to recognize comparative religion as an academic discipline, but notes the great development of the subject here in recent years. Yet the phenomenology of religion having been established, it is ironic that a major concern is now with the dialogue of religions. This is a valuable study, which confirms Dr Sharpe's status as a historian of comparative religion.

mong this week's contributors:

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er North is to be senior lecturer in sociology at Avery Hill College of cation from January, 1976.

PAPERBACKS

WAYS OF LIFE

M. D. McLeod

Encounter with Anthropology. By Robin Fox. £2.25. 0 14 055 095 X. *Anthropology and Anthropologists, the British School 1922-1972. By Adam Kuper.* £2.00. 055 100 X. *Peregrine.*

Anthropology has had a short life but a fairly merry one. A few years ago the subject seemed set to become the new queen of the sciences: now it is raddled with self-doubt, unsure of its identity and existence. Robin Fox's and Adam Kuper's books throw some light on the history of social anthropology and, also, by their own qualities, give a few indications of whether the present breakdown will be followed by death or renewed health.

Kuper's book is a racy, almost comic-strip account of the British school of social anthropology since 1922. The book received very unfavourable reviews when it was first published and it has not got any better in the interval. It races over the ground in a smart way but the subject deserves a more intensive and serious study than this. Kuper appears not to have applied the standard research rules for alien societies to his own and the result is unsatisfactory.

Fox's book has far more to it although he also treats the past with less reverence than its survivors like. His account of his own journey through social anthropology is interesting and he ably defends the particular evolutionary line he has taken. The essays his book contains are of widely varying importance, some being full of peppy phrases and little else. What most lack, however, is the tedious sifting of minutiae on which the vast ponderous edifices of scholarship are eventually constructed. The best chapters are those in which his love of Western Ireland shapes the material.

YOUNG READING

CHILDREN OF THE PAST

Mary Hoffman

August the Fourth. By Penelope Farmer. 434 949140.
The Chocolate Boy. By Geoffrey Trease. 94913 2.
The Fire-Brother. By Kevin Crossley Holland. 949140.
Boy Without a Name. By Penelope Lively. 94916 7. *Heinemann Long Ago Books.* £1.35 *each.*

The latest quartet from Heinemann about children of the past spans 1,300 years, from a seventh-century noviliate monk to a little girl whose picnic was upstaged by the outbreak of the Great War. This is the fourth batch in the Long Ago series, already well established with high quality stories by authors like Leon Garfield and Jill Paton Walsh, and it maintains the standard.

They are short self-contained historical novellas, attempting to convey a certain flavour without the addition of too many indigestible ingredients, and laudably free from gadzookery. Each is illustrated by a different artist more or less in period.

Penelope Farmer's story of the summer of 1914 is in some ways the least successful of the four. It's the only one told in the first person, which usually gives the teller an extra helping of reader response but the girl Meg is curiously unsympathetic. This is not helped by Jael Jordan's pictures which, competent and contemporary as they are, still make the 11-year-old girls look like tarts. Artistically it seems a miscalculation to spill the beans about the war and the dead brother first and then tell the story in flashback. The incident of the picnic, which should be crackling and tingling with apprehension, is as flat as stale ginger beer.

David Walker's ladies with ornamental bosoms and men with embroidered paunches nicely characterize the eighteenth century setting of *The Chocolate Boy*. Sam is a black page boy, bought by a rich Nottingham lady to serve her chocolate and impress her visitors with her awareness of the fashion in human accessories. But Sam is miserable in captivity where the only person who is civil to him is his mistress's niece and he eventually runs away. It's a rather romantic story—Sam's compulsive rhythmic drumming on any surface he can find is too much of a racial cliche to sustain a main thread of the plot—but the atmosphere of a Georgian market-town is carefully evoked.

The Fire-Brother, the middle story of a Long Ago trilogy, shows life in an early Christian community of East Saxons. Wulf is divided by his loyalty to Cedd, the Northumbrian missionary who started the monastery, and his feelings for his family who are hostile and mistrustful of the monks. It falls to Wulf's lot to teach the unbelievers the hardest lesson of Christianity and the other cheek which he has to turn burns with shame and anger. Joanna Troughton has used an aptly hieratic style of colour illustration to go with this sharply uncomfortable little story.

But the star of this cluster is Penelope Lively's *Boy Without a Name*, a simple story of an orphan's search for identity, any identity. He finds it through work, through learning the craft of masonry, and is content to become what he does. Anne Dalton's subtle almost translucent illustrations are perfect company for the quiet authority of the writing.

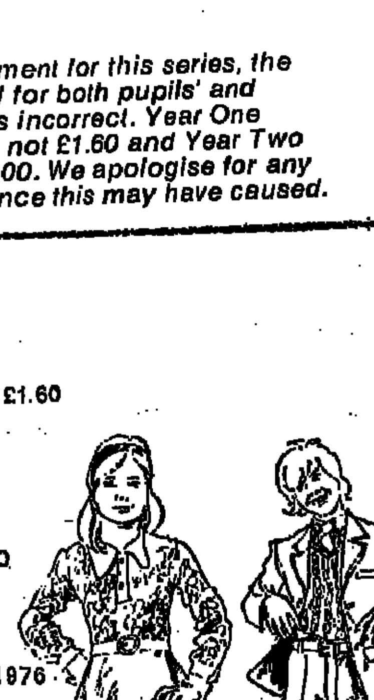
Le français pour tout le monde
Eric Hawkins and Bryan Howson

ERRATA!
In our recent advertisement for this series, the same price was quoted for both pupils' and teachers' books. This is incorrect. Year One Transition Book is 55p not £1.60 and Year Two Book 2 is £1.50 not £3.00. We apologise for any concern or inconvenience this may have caused.

YEAR ONE
Teachers Manual 1 £2.30
Book 1 55p
Transition Book 55p
Teachers Transition Book £1.60
Activity Kit £6.00 + VAT
Tapes £12.60 + VAT
(round spool or cassette)

YEAR TWO
Book 2 £1.50
Teachers Manual 2 £3.00
Tapes £10.00 + VAT
(round spool or cassette)

YEAR THREE
In preparation for Spring 1976



Oliver & Boyd
Croythorn House
23 Ravelston Terrace
Edinburgh EH4 3TJ

[illegible]

STAYERS AND STARTERS

T. H. Price

Chemistry for Modern Courses. By J. G. A. Ruffan, D. E. Wilson, F. Winterbottom, F. Bennett, C. Dobson and J. Dyson. Hodder & Stoughton £2.45. 0 340 16118 3.

The modern tendency to subject the student to a comprehensive review of theory gives the impression that our knowledge of chemistry is complete and further experimentation somewhat superfluous.

This book, in spite of the inclusion of the word modern in the title, provides a course which is essentially experimentally based and will be welcomed by those teachers who feel that chemistry belongs to the laboratory. It aims to combine the best features of traditional subject matter with a new look at the learning process as developed by the Nuffield project. The six authors, whose joint effort this is, have applied their experience as members of the same team at Manchester Grammar School to produce this O level course. The procedure is essentially scientific, an examination of experimental phenomena leading to theoretical formulation.

On the delicate matter of the order in which the topics can be used they suggest that, although some teachers may prefer a rearrangement, considerable thought has been given to the sequence of presentation and imply, with justification, that this should be respected.

The introductory work follows a well established pattern with an outline of necessary experimental techniques and simple mathematical needs. An explanation of SI units followed by a discussion of energy in simple terms forms a prelude to the relation between states of matter and the significance of particles. The importance of Dalton's work is not ignored but supplemented by modern evidence. All the basic experimental work on gases, mixtures and compounds, air and water is accomplished before introducing a study of atoms and molecules and formulae. The need for precise interpretation of a formula receives proper emphasis.

The story of the development of the Periodic Table is interestingly unfolded as a preliminary to explanations of atomic structure with appropriate descriptions of modern experimental work which enlighten the theory. Although there is no attempt to outline a course of practical work, a large amount of relevant experimental work is described and illustrated by excellent diagrams dealing with the chemistry of the elements, which follows the usual pattern of periodic groupings. Some aspects of organic chemistry are treated in a section under petroleum and food.

Each chapter concludes with a summary and a large number of questions including some from O level papers. This is an unusually well produced book which merits serious consideration for up to date O level work.

Keys to Chemistry. By Graham Hill. Book 1. £1.15. 0 340 19072 8. *Teachers Book* £1.50. 18075 7. *Practical Book £6.50 plus VAT. Hodder and Stoughton.*

This is the first book of a series for young pupils just starting chemistry: the age range is 12-14 years. There is also a practical book intended to be used concomitantly with this series of texts. The aim is to develop a pattern similar to the Nuffield arrangement suitable for modern courses up to CSE and O level.

This is essentially, however, a discussion-type book which presents a large amount of factual material both visually in diagrams and pictures as well as in the printed text. The diagrams in a light colour are clear and attractive but the photographs in a dark blue finish are sometimes obscure and therefore less effective. There is no clearly indicated relationship between the use of the practical book and either the pupil's or the teacher's book, but the latter does have some annotations giving occasional cross references to other sections of the book, to subsequent books in the series and to specific experiments in the practical book.

The emphasis, however, is on the importance of experimentation and, following the modern trend, on the development of understanding rather than of factual recall and to this end there are study questions with each chapter incorporating varying types, for example multiple choice, completion, open ended, designed also to promote further study. One must doubt, however, the wisdom of general advice to try some of the experiments at home. Too many young people have discovered the dangers of unsupervised work in this way.

The ground covered is intensive rather than extensive. Initial discussion is focused on chemistry as a study of raw materials developed by observation and experiment. Then the ramifications of phase and state distinction are explored using familiar examples. The action of heat and electricity on a wide range of substances and the usual introductory work on air, water, hydrogen and oxygen complete the subject matter.

No doubt the study questions will provide excellent stimulus to the keen, intelligent pupil with a well provided background of books and everyday experience. But there must be some doubt as to whether enough time can be provided for a first course which has so much study material, presumably supplemented by an equally full practical course. Expense, too, must be a consideration.

BLASTING THEM FROM A DISTANCE

F. Anstis

Blast Power and Ballistics: Concepts of Force and Energy in the Ancient World. By Jack Lindsay. Muller £7.50. 0 584 10019 1.

The most interesting question presented to historians of science is arguably concerned with the origin of the flux of changing thought patterns which, gathering momentum towards the end of the sixteenth century, led to what is commonly described as the Scientific Revolution. As a result of these changes "a new light flashed upon all students of nature" and our present technological civilization was firmly established on its basis of reductive logic. The consequences of these events are more obvious than their causes.

Fresh impetus has now been given to a consideration of these problems by a new book which is concerned, among other things, with the influence of a primitive but continuing urge shared by men in all ages which leads them to attempt to destroy their enemies by blasting them from a distance. This urge led from the development of the bow and the ballista to the technology of explosive warfare. This urge has also been the inspiration of the title of Jack Lindsay's *Blast Power and Ballistics*; but it is a book which encompasses a much wider field of enquiry.

In terms of scholarship and interest this latest of Lindsay's long list of publications is best compared with Dr A. C. Crombie's *Augustine to Galileo* which enlightened the 1950s. Lindsay's book, first conceived as an examination of the concepts of force and energy i ancient world has ended as eral critique of science. Crombie before him Lindsay his account upon an impre wide and well-referenced ra sources. *Blast Power and Bal* however, reflects some of th plosive power of its title i refusal to be confined to a theme, and the reader is pres with a stimulating and exhila discourse which can take him short span from Meton to and from Pythagoras to Planck. All who are interes the history of science or i scientific aspects of Greek th will find this a work of enc interest and a source of pleasure.

The final chapter, "Some f notes and conclusions", giv curiously added edge to the thesis, and it would have ma good starting point to the b Have post-Galilean scientists the only *possible* line of discove Could a satisfactory science developed on a basis of affinity with the Greek notio "living wholes" and with dependence upon Newtonian stractions? And what of the of the Russian Kozyrev and challenging attempts to revers trends of modern scie Although most of us elect to present orthodoxy it is salutary be reminded that alterna systems have been acceptable in past. It is with some of the cepts of these earlier systems this book is principally concer and it is likely that it will re unchallenged for many years most comprehensive survey kind.

COUNTERACTING A DEFICIENCY

M. E. Corris

Physics for Biologists. By G. Duncan. Blackwell. £2.50. 0 632 00901 2.

At last. A much needed book in a neglected area of biology. There are very few books of this nature and scope. In fact, only that by Burns and Macdonald (1970), springs readily to mind. At the present time it is true to say that relatively few biologists have a sound knowledge of physics (or of mathematics). It is to counteract this deficiency that this book has been written.

I am not wholly convinced that someone with no knowledge of physics can pick up this book and find it readily intelligible. Moreover, one also needs more than a minimal acquaintance with mathematics to be able to follow the equations. Calculus is used fairly frequently and, in spite of what mathematicians, physicists and other numerate members of society might think, this is still a closed book to many. However if one is sufficiently motivated; really wishes to calculate the initial velocity with which salmon leave the water when jumping a waterfall, or to estimate the quantity of detergent necessary to lower the surface tension of water and so sink a pond skater, then this book should be adequate.

The usual range of topics is covered: motion, levers, elasticity, temperature, fluids, gases, viscosity, sound, light, electricity and radioactivity. Within each chapter, and integrated neatly with the text, are worked examples which serve to show the application and relevance of the physical principles.

To ram this point of "relevance" even further home there is, at the end of each chapter a short list of selected books and research articles. These have been artfully selected to stress the application of physical principles to a study of biology.

This, then is a carefully written book, aimed primarily at the undergraduate biologist. Written by a biologist, with a biologist's needs and limitations very much in mind.

CONCENTRATING ON INFORMATION

Frederick Aicken

The Materials We Use series: Petroleum and Natural Gas. 0 08 017059 5. *The Chemical Giants.* 017060. *The Household Chemicals.* 018144 9. *Metals and Alloys.* 017877 4. *By R. W. Thomas. Wheaton 70p each.*
Technology Around Us series: Traffic and Roads. 0 247 12553 9. *Aircraft Flight.* 12554 7. *By G. Terry Page. The World of Detergents. By Mary Lucia.* 12591 1. *Hart-Davis Educational £1.35 each.*

In choosing a book for the science library there are at least four features to consider. The book should stimulate some scientific curiosity and activity; it should incorporate some history to show how scientific ideas develop; associated technological and commercial aspects should be included; and there should be some discussion of the effect of the subject on the world and on our lives.

The Materials We Use is a series which offers relatively cheap, durable and attractive booklets on metals, fuel, polymers and household chemicals. They concentrate on information and reduce formal science to a minimum. There is little history; for example, the *Metals and Alloys* volume, after a brief description of the general principles of metal extraction, deals first with iron, the most useful metal, rather than the earlier known copper, thereby sacrificing the opportunity to link the Bronze Age—Iron Age sequence with the electrochemical series.

This is not to criticize the booklet but simply to indicate its objectives. The author assumes that his readers do not want scientific detail either because they can supply it themselves or because, having forgotten it, they are content to leave such details to the experts. The policy works well with accounts of paint manufacture, for example, in *The Household Chemicals* but, with such common and deceptively simple phenomena as the action of hard water on soap, the brief scientific descriptions are probably of little value; it would have been better to leave them out completely rather than deal with them inadequately. Incidentally, it would have been helpful if these two topics had been linked by a fuller treatment of emulsions.

On the other hand, the chemistry of plastics, the relationship between molecular size and shape and the properties of the material, is relatively easy to grasp. The *Chemical Giants* volume is therefore particularly good for those who want to appreciate the science of polymers without being bogged down by too much detail. But even here the obstinately non-scientific will be occasionally bewildered; one suggested activity is to get an impression of a linear polymer molecule by taking a metre of garden wire and bending it, every centimetre or so, at an angle of about 120 degrees. But "you would get a better impression if you used a kilometre of wire." I wonder. The same observations apply to *Petroleum and Natural Gas* which gives a comprehensive outline of the various activities and problems associated with the present search for oil. The fractionating and "cracking" of natural petroleum are succinctly described and the accompanying diagrams admirably clarify the text.

This series is limited in its aims but, provided that its readers are not persuaded to confuse the technological descriptions with science, it should satisfy anyone who wants the facts without the explanation. By contrast, the "Technology Around Us" series does explore the scientific hinterland very successfully. *The World of Detergents* by Mary Lucia suggests simple but illuminating experiments on the action of soap and the structure of emulsions. Chemical details are wisely avoided, presumably on the assumption that they can, where necessary, be dealt with in class. *Aircraft Flight* by G. Terry Page has a variety of suggested *projects* on aerodynamics involving both balloons and heavier-th machines. *Traffic and Roads*, written by Mr Page, co mathematical planning of level interchange systems subsequent experimental "se works" tests.

These books are more exper and possibly more vulnerable careless handling but they are enterprising than the first ser They take science and technol well beyond the horizons of elementary syllabuses and yet keep scientific feet firmly on ground by the inclusion imaginative project work. They attractively produced with photographs, some in colour, clear diagrams. They deal problems associated with subjects — packaging, advert and sales of detergents, pollu noise, fuel economy and sa problems in the aircraft industry thus reminding the youthful rea that he cannot study the technolo around him in isolation. And the is also the reminder, particular in the *Traffic and Roads* volum that the world of technology is without its beauty. Multi-level changes, either on the Hollyw freeway or in Britain's Spaghetti Junction, may be hell negotiate or to live near— viewed remotely by aerial pho graphy, they are seen to be only tributes to man's mathema genius but also works of art.

One of the most attractive tures of the series is the histor treatment of each subject. The are many interesting photogra and drawings of old methods transport, ancient Roman roads mitive aircraft, automobiles balloons. If the history of manufacture does not immedia excite enthusiasm the account *The World of Detergents* may open a few eyes and minds. It a happy idea to include, in this torical section, past examples advertising.

Creative Teaching
An Approach to the Achievement of Educational Objectives
AUDREY and HOWARD NICHOLLS
In their highly successful practical guide, Developing a Curriculum, Audrey and Howard Nicholls provided a basic guide to curriculum planning for both practising and prospective teachers. In this second volume some of the ideas outlined there at an elementary level are developed. Fundamental, practical problems are dealt with in non-technical language, while the theoretical background is thoroughly discussed throughout the book.
£3.75, Paperback £1.60
Unwin Education Books: No. 24
George Allen & Unwin

ORAH THOM reviews two kits on women in society and below a look at the national museum of labour history

ight on the 'woman question'

en in Society": 50p. al in Politics"; 30p. The r Party, Smith Square, Lon- SW1

Labour Party have produced two compilations to mark ational Women's Year. They also appropriate in 1975 since Equal Pay Act is supposed to e fully operational by the end he year and, with the sex dis ation legislation, make for an ored British solution to the oman Question", as it is some s called. They are both pre d in the same form though serve a slightly different ose.

The first, *Women in Society*, pur to be "an analysis". Inside cardboard folder there are 16 ments ranging from A5 sized es of Women's Labour League es through stapled batches of erion on duplicating paper to llchart and a game.

e most useful parts of this are the information sheets men as wage-earners, in trade s and in education. The statis provided could be used in all f discussions or project work omen's role in society. They d not startle anyone who has d the subject, but should pro evidence on the persistence of udices for the most sceptical.

e historical component of the uses mainly on the Women's r League; four reprints of aflets are included, which e an interesting tone of exhorta rather than arousal. The sub matter has a contemporary l for example, the arguments r free school meals.

There is a basic contradiction in authors' analysis of the signifi of the Equal Pay Act. At one point they applaud it as the most significant advance for women this century, while later admitting that there are serious weaknesses in such legislation since the possibilities of evasion through job-definition are so immense.

The wallchart showing chronological changes in women's rôle over the past 220 years is quite good though weakened by being purely "progressive". Setbacks are not really recorded unless they were temporary as in the suffrage campaign. Like many such documents there are some odd juxtapositions through the accidents of simultaneity.

The more abstract problems of women striving for equality are not neglected, "although the effects of "sexual processing" are given rather cursory examination. A game for two players, "Man and Woman", makes the point prettily. Woman has the same chances of success as Custer in Custer's last stand.

Women in Politics, an "action guide", is more limited in scope by its Labour Party origins. It is designed to render access to activity in the party much easier. Everyone could learn from the sections on how to be a chairman, make a speech, formulate a resolution, follow meeting procedure and other, more esoteric, skills.

The glossary of Labour Party terms would help any student of current affairs. However, the kit would be more useful as a resource for teacher than student as the language is complex—in vocabulary rather than syntax.

The main concession made to the title is the constant reference to the need for more women to be active in the Labour Party. This could well be unhelpful and offputting as it implies inverse discrimination.

Though more limited this set is potentially a more useful aid to the teacher than the other because it is not trying to do too much at once. It deals more adequately with the ambiguities of Labour's attitude to women than does the other, more historically argued, set.

These kits are designed, among other things, to encourage recruitment to the Labour Party. They are not any the less useful for that. The axe they grind is so noticeable that it provides a lesson on its own worthy of discussion.

The submerged politics of the analysis are even more interesting and could be a useful basis for discussion. They provide such questions as the relevance of law to women's exploitation, and to what extent women can be given emancipation rather than having to achieve it.

I REALLY WANTED TO BE A MECHANIC
BUT THERE WERE NO APPRENTICESHIPS FOR WOMEN

Not in a nutshell

by Owen Surridge

Spain in the time of Philip II. Longman/Common Ground (12 35mm *slides*). £2.25.

To attempt to portray any period in a dozen colour slides is to court accusations of superficiality. This set offers nothing to suggest that the feat is possible. As a gloss it is inadequate, even with the notes, and the compiler would have done better to have prepared a full-length filmstrip.

So far as they go the pictures are apposite and of good quality. The series opens with a fine portrait of the young Philip, the work of an unknown artist, then the scene is set with a map showing the Habsburgs' European empire. There are some excellent views of Philip's royal palace, the *Escorial*, and his daughters are shown dressed in full fig as young princesses.

There is a splendid view of sixteenth-century Seville, which looks peaceful and prosperous. Conflicts with rival powers are represented by sail-filled scenes of battles at sea and there is a glimpse of slaves labouring in the New World.

The notes offer a broad background to the pictures, but the whole can hardly be said to live up to the claims of the title. The writer has dropped in questions that raise issues far wider than any answer based solely on this set could encompass. These may seem fair enough project stimulants were it not for the ease with which some of them prompt superficial conclusions: one suggests, for example, that pupils compare the coarse clothing of the poor with the fine raiment of the rich, while another calls for an explanation of the successes and failures of the king.

The Infantas 'Isabel and Catalina, daughters of Philip II.

I do not doubt that most teachers can pose more appropriate puzzlers in their own lessons, better suited to the scholastic abilities of the middle school age-range at which the set appears to be aimed.

It would have helped, also, if the slides had been printed with some more positive means of identification than a number—the title of the set, perhaps, or a caption—then the loss of the notes would not spell total disaster.

Loop the loop on pop and op

by Charles Hunt

Pop and Op Art. Educational Audio Visual, 30 Drayton Park, London N5. Filmstrip and Cassette. £10.90 *plus VAT.*

The much maligned pop artist is, as this filmstrip shows, transforms everyday banal subject matter, soft-drink bottles and comic strips into bright, liberating mandalas. Pop was the visual rock 'n roll of the expanding popular culture in the years of the post-war economic boom.

In accordance with time-honoured tradition, the older, more sober generation heaped scorn on the new art; the critics baulked, had strokes and spent their convalescent years attaching social significance to the new imagery. However, the culprits stated that, though social in reference, they were not meant as social comments. Andy Warhol risked being burnt at the stake by adding that he was trying to turn himself into a machine.

The ad-man and commercial artists were a rich source. Over the years they evolved a colourful graphic language and were in effect pop 30 years before their time. Warhol, Rosenquist, and Oldenburg, to mention three of pop's patriarchs, all began their careers as commercial artists. The fresh ideas, humour and sex appeal of these pros soon established a dialogue with the less esoteric masses and in many cases pop imagery was reclaimed by the commercial boys, who produced a spate of designs from shopping bags and T-shirts to a hand painted Rolls.

The Educational Audio Visual set on pop and op takes, with tongue in cheek, a similar loop the loop. With a combination of piped music, weird for Warhol, loud for Lichtenstein, and the soft-sell patter of a Chicago-style car salesman, the art form derived from commercials is sold to the public as one itself.

The sound filmstrip is both amusing and acute, carefully chosen examples of work are combined with thought-provoking analysis and comparative study. Ideas and information discussed above is coherently displayed. This filmstrip is the tool needed to give the essentially isolated artist-educators a wide young audience. With its direct approach (at the first slide one stares up the barrel of a revolver and hears a gunshot) and bright colour, it would appeal to all ages, but probably be educationally most useful from the fourth year at secondary school to the foundation courses at art schools. The quality of this sort of art takes very well to this sort of reproduction: pop and op especially.

abour history in small spaces

ational museum of labour his is housed on the left of the Victorian entrance of Lime- Town Hall, London.

you enter you do not see one room but several small ones. wall and partition is covered exhibits and half the wall ds are mounted on room divi The catalogue first guides round the outside of the room, then circle back inwards.

display is an object lesson use of small spaces, and since exhibits need close attention is no hindrance in looking at In fact large spaces would with the main kind of exhibit, compilations of printed matter specific people or events. There are 47 of these on show another 48 stacked in one of offices. They begin with a set Thomas Paine and end with

Paine exhibits are typically various; they include two por of Paine, his death mask, the at which he wrote, a lock of and snuffbox and a few ex from contemporary news Like all the placards, they a brief explanation of the and importance of the per or event described in Labour

other exhibits in the early are perhaps predictable— ation Acts, the two Reform (1832 and 1867), Peterloo, the tion of the TUC, and people— Wollstonecraft, Tolpuddle Robert Owen (though it strange that Place is only ed a picture in the Combi section).

1870s are shown by the Edu Act, the Secret Ballot Act, Commune and Agricultural isation, which forms the best possibly because it was not crucial importance. It shows meeting held in the open, the to prison of wives imprisoned heckling blacklegs, and their in jail. The exhibits are clear well focused on the event, with a point.

In general it is the more anonymous displays that have most impact. Those used to supplement a biography, such as the odd personal memento, are sometimes touching but rarely informative. Unless the student knows the context of such artefacts as Paine's table, Hyndman's desk, Tillett's mace and Attlee's pipe they are insignificant.

On the other hand pictures of Bloody Sunday, matchgirls at work or unemployed marches are impressive, even more so with explanations. The best section in the exhibition is that covering the 1880s until 1910. This combines pictures with text, and the London bias of the collection is an advantage here.

The selection of material becomes a bit arbitrary after the section on the First World War. Of course there are omissions in any collection and reminders of working-class history have less chance of survival than most; much is ephemeral and, except to the committed or to participants, of no obvious value.

It is surprising though that the section on Women's Emancipation is weak and there is nothing on view about the East London Federation of Suffragettes or the *Women's* (later *Workers'*) *Dreadnought*, although there are people coming into the museum who worked with Sylvia Pankhurst just round the corner in Bow.

Strangely, the section on the General Strike is also weak with only the two national newspapers, the *British Worker* and the *British Gazette*, on view.

The museum has two main functions. It is both a repository and a showcase for the material reminders of the movement's history. They can only show what they have but sometimes what they have is insufficiently explanatory. The organizers of the museum are aware of this and are working hard to improve the labelling of exhibits.

They and the volunteers are supporters of TULC—the Trade Union Labour Co-operative Democratic History Society—several of them participants in the events described in the second exhibition, or who worked with them. Anyone making arrangements far enough in advance can be shown round by one of these helpers. Questionnaires are being reprinted to help to guide schoolchildren around the museum, and they should ensure that the material is really looked at.

The organizers plan to produce a historical map to the area in the autumn. A small group could have a day's trip walking round the East End with an explanatory visit and talk in the museum.

The museum will even lend exhibits, though most of the older ones, especially those with newspapers, are too fragile to travel. The museum is small and though every visitor is welcome and comes in free, there is not room for a group of more than 20.

The great charm of the museum, or irritation, depending on your point of view, is that it is not professional in collection or presentation. It reflects the concerns of individuals who collected the material and assembled it for display. What we see is what they found important or interesting.

Any museum based on private collections is like this, but because this one reflects current interests and concerns, it is "living history", which makes the idiosyncracies all the more noticeable. For example, one section called Labour Reunites is about one meeting, scarcely crucial, designed to symbolize the reintegration of the "pacifists" into the Labour Party after the First World War. We see a print showing the meeting, a programme for it and cufflinks with portraits of figures at the meeting. Women's emancipation is shown solely by a picture of Lydia Becker, the first issue of the *Suffragette* and a picture of Emma Patterson.

It is however difficult to combine what exists with what people want to see, and it is, anyway, often the most offbeat or trivial of the exhibits that is most illuminating.

Continued overleaf

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‘Of course, we don’t have any poor readers from you’

by Anna Sproule

Four years ago, Hitherfield Infants’ School in Streatham was an urban primary school like any other with a cramped site, old buildings, and about half its pupils born of non-English parents.

Too many of the children had a poor command of language: they came from homes where language development was not stimulated. Today, that problem appears to have been solved. One indication is an unsolicited testimonial from the head of the junior school next door. “Of course, we don’t have any poor readers from you like we had four years ago.”

Hitherfield is probably unique—not necessarily for its 100 per cent record of readers who come up to scratch, but for the way this has been made possible. The basic teaching strategy is obvious—diagnose, remedy, enrich—but the action plan has been brought to a degree of sophistication that would have left the Bullock Committee, had they known about it, open-mouthed in admiration.

The remarkable thing, however, is that the school has done it itself. No pilot studies or development grants, no visiting experts, bursting with inspiration. “I had the equipment, I had the room, I had a teacher who was willing to learn ”, says Miss Dilys Powel-Price, the headmistress, and three teachers have now worked on the project.

“We do more here than just reading ”, says Mrs Mildred Stoney, the teacher now in charge. “We’re interested in developing the children’s perception and use of language. Reading is one very important aspect of it, but it’s not the only one.”

At first sight, her scene of operations looks like any other primary classroom. There are pictures, trays of crayons, pigeon-holes full of teaching programmes written on the premises and stacks of record-cards. There is one other adult present. Mrs Margaret O’Connor, mother of an ex-pupil, is Mrs Stoney’s aide, and an essential participant in the scheme. “With children as young as this, there must be immediate support if they have difficulty ”, Mrs Stoney says.

Only two things seem unusual: there are rather fewer children than would be normal and rather more equipment. The room contains three Synchrofax machines, a Language Master, an overhead projector and screen, and any number of cassette and open-spool tape-recorders.

Obviously, Mrs Stoney and her equipment stays put, and her pupils —every single one in the school— come to her. Work is assigned at the beginning of each 45-minute session. “Betty, your teacher says you like doing things about birds. That’s right, isn’t it? Well, you’re going to listen to a song and a poem about birds on that machine over there, and then you’re going to do a picture for the projector. . . . John and Milly, you’re going to do a tape-slide programme. It’s the one about trees. Listen very carefully for when you’ve got to change the slide. Mark, if you go to that Synchrofax, you’ll find there’s some work on it that’s specially for you. . . .”

It is all part of a plan; in fact, of two. Half-deprecatingly, Mrs Stoney calls them macro and micro-structures. The micro-structure is the track through the room and its resources that she plots for each child after assessing his needs. (Maintaining a record system is, she points out, vital. “I could keep going on what I know of the children for a week, but after that it would be chaos.” She fills in 240 record cards weekly.)

Thus, Mark’s programme on the Synchrofax is an exercise devised by Mrs Stoney on a word that baffles him—“you”. The tape-slide sessions are designed, among other things, to help John work with other people; he is not noted for his cooperative qualities.

Another Synchrofax has been given over for the session to Dominic, who is profoundly disturbed. “I’m building him up to go back to his classroom with a better self-image,” says Mrs Stoney. “By writing our own programmes for the children, we can ensure errorless learning: a child comes in here to succeed, not to fail. And they experience success when they work the machines—we train them in that when they first come here.”

All these programmes are based on Mrs Stoney’s macro-structure, the key element of which is diagnosis. “Remedial teaching without efficient diagnosis is a waste of time.”

Her diagnostic instruments are the Frostig tests, of which she is a registered user, and her testing targets are her pupils’ auditory discrimination, visual-motor coordination, perceptual constancy and grasp of position in space and spatial relationships.

“We go through these systematically, after diagnosis, but that doesn’t mean a child goes one—two—three down the list; that would be a criminal waste of time.” It turns out that Mark, despite hang-ups in almost every direction, needs no help with perceptual constancy. “If he’s learnt something, he’s learnt it for good.” So he and Mrs Stoney can concentrate on his figure-ground perception and the rest.

The discriminating use of time is applied to year-groups as well as to individuals. “We have discovered by trial and error that it’s better if, during the first term of every year, we give the biggest boost to the seven to eight-year-olds, who … soon be going to the junior sch… During the autumn, they hav… very intensive period in here; th… their number of sessions tapers … except for the children who h… real difficulties.”

These — and they come from … age groups — turn up in … Stoney’s room every day for … minutes’ remedial work. The … minute sessions attended seve… times a week by Mark and … others are more like booster … to enrich and reinforce work d… in the ordinary classroom.

“With this equipment we … do things that the class teache… can’t. The children can have c… tinual, uninterrupted use of th… equipment. I have learnt no… interfere.”

Individual teaching, concentrat… pre-planned use of machinery, … firmly-kept decision to use tim… the most effective way, a deliber… widening of vision to take … encouragement of emotional … social development — these are … keys to Hitherfield’s success. Th… main one, undoubtedly, is plan… which Mrs Stoney says “we … consciously ”.

And, for those who still d… whether young children can ha… expensive equipment, she a… “I’ve never known a child … a programme off a tape. I’ve … teachers do it; I’ve done it; … a child . . . never.”

Continued from previous page

One print of a meeting of refugees from the Paris Commune lit up all the descriptions of political meetings I have seen from Conrad to the Home Office.

Others might learn something from the picture showing the sober and respectable demeanour of the leaders of the first TUC.

The exhibits form the beginnings of what should be a fine museum. The labour movement has produced many objects of which record has been kept and this museum is there to show them. They have a good collection of union badges covering the early days when they were buttons often worn in secret, to the neat buttonhole badges of today.

These finish off the collection’s strange mixture of the unusual and the obvious, the tattered and the magnificent. After all most of the labour movement’s activities produced objects that were not designed to be hung up or put in cases. It is remarkable that so much has survived. The organizers hope for more to come in as the movement finds out about the museum. School children who know what to expect could learn a great deal from it, especially since it records experience which may well have already touched on their own lives. It gives, in the curator’s words, “a sense of the reality of history ” or, less abstractly, a feeling that history is there being made around them.

It would probably suit the over-14s best, especially those studying some form of modern history with a grounding in the period covered. *Hours 11 to 4.30 Tuesday to Friday (to 6.30 on Wednesday). Admission free. Ring 01-515 3229 to arrange a visit and for how to get there.*

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Literary approach to film

by Nicci Crowther

From “The Red Balloon”. Connoisseur Films Ltd.

“Look-out”—set of 20 leaflets for film studies. George G. Harrap and Co. Ltd., 182 High Holborn, London WC1. £2.90.

Although *Look-out* is supposed to direct and supplement the work and to stimulate the imagination of teachers who wish to use film, the materials are really designed for teachers who use it to give pupils new insights.

The pack is, therefore, a practical guide to the hiring, showing and subsequent use of a number of short films and extracts which have been successfully tried and tested. The content of the films is described briefly, as well as details of distribution, cost and age-range.

A short booklet includes questions arising out of each film, drama ideas and a number of passages on related themes. Thus, *Snow*, a British Transport film which “follows the progress of a train as it starts from a station and moves across country in winter ”, is supplemented by W. H. Auden’s poem, *Night Mail*, an extract from Orwell’s *The Road to Wigan Pier* and one from Dickens’s *Dombey and Son* ”.

The approach is literary and some of the chosen themes — like life, death, old age, machinery — come straight from the mainstream of English teaching.

The pack, however, makes no attempt to direct pupils and teachers to what is specifically cinematic about each film. The booklets vary a great deal in approach and content.

Incident at Owl Creek, a film about the execution of a prisoner during the American Civil War, is supplemented by a contemporary written version of the same event, which makes for some interesting comparisons. But the follow-up to *One Potato, Two Potato* . . ., a film about children’s games, includes not only the rather predictable “Make a list of any games you can think of ”, but also the disturbing suggestion that small boys’ games are naturally “robust ” while small girls’ games are “poetic ”.

Two of the passages which follow, from *The Normal Child* by C. W. Valentine, a semi-sociological examination of children’s tendency to play in gangs, and the Opies’s *The Lore and Language of Schoolchildren*, seem high-powered, particularly for the younger (11-year-old) age group.

Nevertheless, *Look-Out* will probably be useful for teachers who are theoretically interested in showing and using films, but have not really thought about the practicalities.

A world away from Kojak

The Law and You. Infotape, 29 Frith Street, London W1V 5TL. Cassette: £4.66. Open-reel tape: £4.97.

The authors of this cassette claim that it “contributes to knowledge and understanding of the work of the police ”. The aim is worthwhile, but the tape, unfortunately does not succeed. It begins with a brief reconstruction of a police drama of the American televisual kind. They then suggest that a truer picture of police functions may be found in the use of a British example.

The story is reenacted. First, we hear an interrogation of a suspect who denies any complicity and claims police are picking on him. Next a crime is committed and the hero-policeman throws himself on the bonnet of a getaway car. The fictional part of the tape ends with a scene between policeman and wife. This points out that the policeman’s lot is not a happy one. She nags him about the long hours of his job and the fact that absence of fatherly control and a desire to be as bad as the next lad have landed his son in trouble.

The three episodes are poorly acted and their potential for stimulating discussion is limited by the intervening comments. They are designed to show students that policemen are human beings, have characters and feelings and difficulties of their own; but that is not the point at issue. Even the worst of the American police serials throw in the dust of individual difference to clog the law enforcement machine. What is needed is an attempt to come to terms with juvenile distrust of the police.

The answer that the police should be left to their job of catching criminals is simply not adequate. It does not deal with the differences in perception of criminal behaviour or the boundary that is always difficult to define between the police and public definition of action necessary for the prevention of crime. It is a pity that questions that need to be asked and discussed are not even raised. The format—a critique of television presentation of the issue—is imaginative, but it is wasted.

Nicci Crowther

From microphone to ear in a studio

A new course on sound from micro… phone to ear, has been organi… by the education and training com… mittee of the British Kinemato… graph, Sound and Televi… Society. It will be held on Mond… at 7 pm, from January 26 to Ma… 1, next year, at Thames Televi… Theatre, Euston Road, Lond… NW1. The sessions are enti… “Performer, studio and listene…”; “Psychoacoustics — micro… techniques and the criteria … hearing ”; “Studio recor… principles ”; “Studio technique…” and “Monitoring sound in … and home ”.

Further details and course appli… tions available from Mr Bill … Secretary, British Kinematograph Sound and Television Society, 110-112 Victoria House, Vernon Place London WC1B 4DJ.

Versatile seating

In an attempt to provide easily moved and stored occasional seating for nursery and infant schools, MRB Educational Supplies Ltd have introduced their “Storytime” range.

The seats are cube and half-cube pouffes, supplied in sets of one “storyteller” seat 15in × 15in × 15in and six “listener” seats 7½in × 15in × 15in. They can, say the manufacturer, be picked up by a child and also double as large playbricks. A seven-seat set costs £48 (plus VAT and inclusive of carriage).

MRB Educational Supplies Ltd, Leicester Road, Lutterworth.

hotography in practice – I

…first of two articles on introducing photography into secondary schools, RONALD A. …H suggests how the accommodation and equipment could be found

…phy can be introduced … timetable in several ways … gh the school camera club … graphic society, the art or … syllabus, the English sylla… hich can incorporate photo … photo essays and tape slide … social education, which may … general purpose photo… courses for RSLA pupils. … contained photography de… … can run short, non-exam, … interest courses, a Mode … photography course, O and … photography courses, or Cer… … of Extended Education … A link can be made with … youth club or junior evening …

…hatever method of introduc… adopted will depend on the … circumstances of the …, but the most important … factor is to have a sympa… head. If the local inspector … specialist inspector (or advi… … also sympathetic, there is … in why photography should … a most popular and flourish… …ject.

…nce

… the prospect of financial … the fact the l.e.a.s vary … in their generosity to new ventures, the future of photography as a curriculum subject is difficult to predict.

If it is to be offered as an extension of an already established department, then, apart from an initial allowance for materials and equipment, the head of department could budget within his annual capitation allowance. If it is being introduced as a new subject, apart from an initial allowance, an annual allowance will have to be established.

Some schools work on a “cost recoverable ” basis, but this leads to complications and is unfair: photography involves much experimentation and testing which uses material in great quantities and puts the poorer pupils at a disadvantage.

The total amount of an initial grant would be based on the number of pupils involved, the time allocated to the subject and the type of course offered.

At Holland Park School an initial grant of £1,000 was made in 1958 to equip a four-roomed suite. Today, excluding the A level allowance, an annual allowance of £400 is given to cover 150 students a week with an average of 750 periods (each of 35 minutes) a week. There are schools with much more generous allowances and many with much smaller allowances.

If the PTA or similar organization can be persuaded to contribute or even local photographic firms encouraged to present equipment, it would help to get a course under way.

Accommodation

Few schools have the advantage of purpose built accommodation. To get the course off the ground it is advisable to take whatever is offered, even if running water is not available. Press for improvements later.

The dark room may have to double up as a lecture room and finishing room. And whatever is available will have to be adapted to suit the requirements of the course offered. Equally important with “light proofing ” is ventilation. Wet and dry sides to the dark room must be set up right from the beginning.

Equipment

The PTA or local dealer may be able to offer cameras. Many l.e.a.s have photographic equipment and cameras listed in their catalogues at greatly reduced prices. The ILEA go even further and offer a “photography pack ” to selected applicants, for an extension of an art course.

Present-day costs and availability demand the use of 35mm and/or cartridge type cameras, although this is not the best format or camera type to start examination courses. For this purpose, however, there is no such thing as the ideal camera; so much depends on its eventual handling and usage, the type of course offered and the cash available. It is probably better to have six cheaper cameras in the earlier stages of course development to involve the maximum number of pupils rather than one or two better quality cameras.

Many firms advertising in the *Amateur Photographer* will offer a little extra discount when supplying schools, and even more if several cameras are ordered at the same time. It pays to shop around.

The enlarger is the work horse of all the equipment used and the maxim “The best is the cheapest in the long run ” has never applied more fully. A firm, rigid, robust, and pupil-proof enlarger of good

optical quality is essential for long and efficient service, but, unfortunately, they are not cheap.

The enlarger must be secured firmly to the wall or bench and room allowed for additional enlargers as the course expands.

Auxiliary equipment, such as studio lighting, finishing and general equipment can often be made up with the help of the technical and/science departments or even interested parents. In some cases—especially in the production of simple lighting stands—the pupils could also be involved. If cash allows, stainless steel processing equipment should be bought. It soon pays for itself through its durability.

Chemicals

Chemicals (developers) should be standardized wherever possible. Despite claims by some manufacturers you cannot better the maker’s recommendations for film and paper processing.

Buying in bulk and powder form will cut costs. However, if space and time is limited, PQ universal developer is a useful liquid developer for general photographic work.

High speed or rapid fixers help to ensure adequate and stain-free fixing within lesson periods. There is nothing to choose between any of the recognized brands. In the early stages of the course the science department should be able to provide the few chemicals needed for supplementary processes and after treatments.

Compressible storage containers for chemical solutions and partially used developers are now readily obtainable, and these considerably increase the storage life of developers and fixers; for rigid containers, an anti-oxydant aerosol spray can be purchased.

If money is short, it may be necessary to purchase government-surplus sensitive materials which are usually satisfactory especially if a developer improver is added to the processing solution in order to obtain better contrast.

The branded supplies of films and papers regularly advertised in the photographic press are always excellent value. Manufacturers’ fresh stock will always give the best results.

Not all photographic courses will require the use of dark rooms. English or social education courses could use cartridge loading cameras and have the results processed by the local chemist to provide prints or slides for a final presentation.

An outline of syllabuses suitable for such courses and full details of Mode 3 CSE photography exams together with information about O, A and CEE levels will be given in a second article next week. Hints on presentation, method of working, book list, general information and useful addresses will also be included.

Ronald A. Smith is head of the photography department at Holland Park School, London.

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… and Howell market such a …one as Part No 87970. It is … for use with their Educator … recorder (reviewed in *TES* … 7), and extends the … of the machine. It is of … appearance, the mike … control plugs incorpor… … same block, with the … itself at the other end … lead. The on/off … on the side of the black … A small, removable stand is included in the package.

In model recording conditions any difference in quality between recordings made on the internal microphone of the Educator and those made using the optional external microphone appear to be only marginal. It is when recording in a noisy room that the real difference can be noticed.

By carefully positioning the remote microphone it is possible to eliminate extraneous sounds. Where several people are to speak the microphone can easily be used by each in turn, which is not practical if the internal microphone is used. In an interview the subject is less daunted by the presence of a discreet hand-held microphone than by a large lump of machinery, and in this situation it is useful to be able to switch the machine on and off without fuss, in order to deal with problems. The switch on the side of the microphone is easy to operate.

A possible improvement would be an anti-tangling device. A lead similar to that on telephones might do the trick, although the tension would move the microphone if it were left on its stand with the flex extended.

…ristmas stamps

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Letter

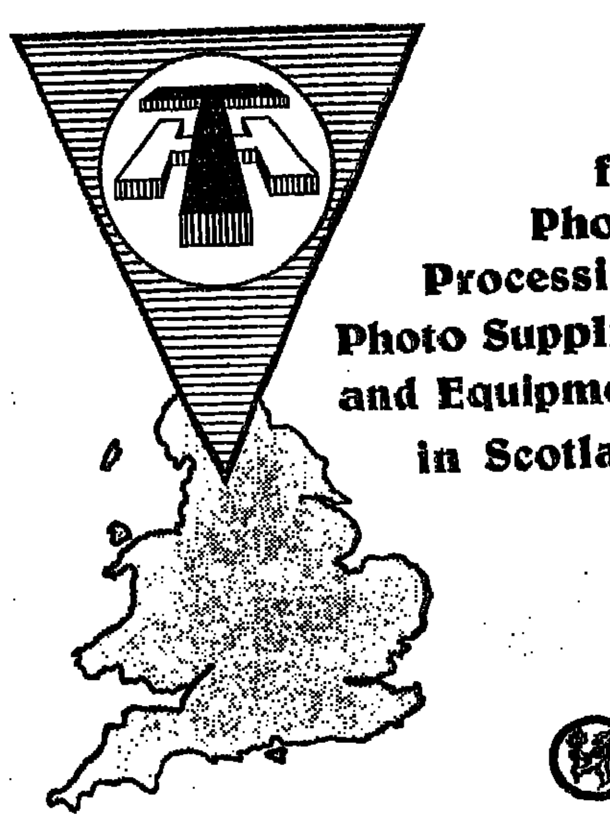
Sir,—In reviewing the mixed media unit *We Make Our Own Music* (October 17), Robin Macunie seems to confuse the issue.

Instead of writing about my audio-visual method of teaching piano and musicianship, designed for young teachers, he launches into a portentous treatise on the aesthetics of composition. He admits, though, that I keep my charges “interested in their piano lessons by encouraging them to make their own music ” —which is in fact the aim of the unit.

Your readers may have wanted to know how this works: the cassette and coloured filmstrip clearly show the child’s voyage of discovery: of the instrument; how to use his hands and fingers, and relax through breathing exercises; what a musical phrase is, creating his own tune and writing it down; how to give a performance.

Alas, nothing about this. A thousand words on my inability to teach composition—as if I ever claimed this. Mr Macunie decrees I cannot even tell what a good tune is. Can he tell? The child knows. His tune, at the moment of realization, is beautiful. To prove his ill-founded argument, he attacks also my book of pupils’ pieces, *We Make Our Own Music* (Kahn and Averill), which is now widely used by teachers over here and abroad. Had he looked only at the last paragraph of the introduction, he would have read: “I do not teach composition. This work is only a stimulating way to get acquainted with the rudiments of music ”.

CAROLA GRINDEA,
Guildhall School of Music Drama,
London, EC4.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Required for January, 1976, or as soon after as possible:—
A qualified NURSERY TEACHER—Scale 1.

An interest in the development of children's language would be an added recommendation although this should not deter other applicants from applying.

There is a possibility of housing in appropriate cases and the Authority will assist with removal expenses.

Please apply by letter enclosing full details and the names and addresses of two referees to the Headmistress, Miss B. Hay, at the above address not later than 2nd December, 1975.

DEVON
BARNE BARTON PRIMARY SCHOOL
Poole Park Road, St. Budeaux,
Plymouth

Required for a new purpose built nursery unit to be opened April, 1976, a qualified TEACHER, nursery training and/or experience in a nursery class or school essential. Scale 1.

Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

LEIGHAM INFANTS SCHOOL
Cockington Close, Leigham,
Plymouth

Required for a new purpose built nursery unit to be opened April, 1976, a qualified TEACHER, nursery training and/or experience in a nursery class or school essential. Scale 1.

Application forms (stamped addressed envelope) from Headmistress, returnable to her within 14 days.

HARROW
EDUCATION COMMITTEE

Applications are invited from suitably qualified TEACHERS for the following post:—

TYNEHOLME NURSERY SCHOOL
Headstone Drive, Harrow,
Middlesex HA1 4UQ
(Tel. No. 01-427 0859)

Required from January, TEACHER with Nursery Training or experience with the youngest age group in a First School, if possible. Music desirable.

Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender), lodging allowance of up to £10 per week and up to £500 towards Legal and Estate Agent fees may be payable.

Application forms from and to be returned to the Head of the School by 1st December, 1975.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION

HILLSHOT INFANTS' SCHOOL
Ridge Avenue, Letchworth
(Group 4)

Experienced NURSERY or NURSERY/INFANT TEACHER required for April 1976 to open a newly-equipped Nursery Unit attached to this school. The teacher appointed will be expected to liaise with parents and the Infant School and to be sensitive to children's basic needs.

Removal expenses may be paid.

Applications to the Headmistress, from whom further details may be obtained.

Primary Education

Headships

AVON COUNTY
CLANDOWN C.E. J.M. and I. SCHOOL
Radstock, Bath, BA3 3BB

Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2. Vacancy from 1st January, 1976.

Stamped addressed envelope for further information and application form returnable by 5th December, from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol, BS99 7EB.

Readvertisement. Previous applicants will be considered.

AVON COUNTY
CONNAUGHT INFANTS' SCHOOL
Knowle West, Bristol BS4 1NH

Applications invited for the HEADSHIP of this school. Salary in accordance with Group 5. Required as soon as possible.

Stamped addressed envelope for further information and application form returnable by 5th December, from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol BS99 7EB.

Second re-advertisement. Previous applicants will be reconsidered.

AVON COUNTY
FARMBOROUGH V.C. J.M. & I. SCHOOL
Bath BA3 1AY

Applications invited for the HEADSHIP of this school. Salary in accordance with Group 3. Vacancy from 27th April, 1976.

Stamped addressed envelope for further information and application form returnable by 5th December, from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol, BS99 7EB.

AVON COUNTY
HENLEAZE J.M. SCHOOL
Park Grove, Westbury-on-Trym,
Bristol, BS9 4LG

Applications invited for the HEADSHIP of this school. Salary in accordance with Group 6. Vacancy from 27th April, 1976.

Stamped addressed envelope for further information and application form returnable by 5th December, from Chief Education Officer, Avon House North, P.O. Box 57, St James Barton, Bristol, BS99 7EB.

AVON COUNTY
MIDSOMER NORTON J.M. & I. SCHOOL
Clapton Road, Midsomer Norton
near Bristol

Applications invited for the HEADSHIP of this school. Salary in accordance with Group 4. Appointment from 27th April, 1976. New school opening 1st September, 1976.

Stamped addressed envelope for further information and application form returnable by 5th December, from Chief Education Officer, Avon House North, P.O. Box 57, St James Barton, Bristol, BS99 7EB

AVON COUNTY
NAILSEA J.M. & I. SCHOOL
Nailsea Park, Nailsea, near Bristol

Applications invited for the HEADSHIP of this school. Salary in accordance with Group 4. Appointment from 27th April 1976. New school opening 1st September 1976.

Stamped addressed envelope for further information and application form (returnable by 5th December) from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol BS99 7EB

AVON COUNTY
ST. JOHN'S I. SCHOOL
Hounds Road, Chipping Sodbury
near Bristol

Applications invited for the HEADSHIP of this school. Salary in accordance with Group 4. Appointment from 27th April, 1976. New school opening 1st September, 1976.

Stamped addressed envelope for further information and application form returnable by 5th December, from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol BS99 7EB.

BERKSHIRE
NEWBURY DISTRICT
HAMPSTEAD NORRIS C.E.
CONTROLLED PRIMARY SCHOOL
Hampstead Norris, Newbury
(Five to seven mixed: number on roll 30)

Required April 1976: HEAD TEACHER (Group 1).

Assistance with removal expenses in approved cases.

Closing date: 1st December 1975.

Application forms from the District Education Officer, Peake House, 112 Newtown Road, Newbury, RG14 7BN.

BRADFORD (City of)
METROPOLITAN COUNCIL
HEARD HOUSE INFANT SCHOOL
Keighley
Group 4

A HEAD TEACHER is required for the above school of approximately 200 pupils aged five to seven years, plus a Nursery Unit of 60 part-time pupils.

The appointment will take effect from 1st April, 1976.

Application forms and further details may be obtained from the Principal Staffing and Training Officer, Directorate of Educational Services, 31/39 Piccadilly, Bradford, BD1 3YA, to whom completed forms should be returned by 8th December, 1975.

Reference E1 145775 TES.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
CLAYTONS COUNTY
MIDDLE SCHOOL
Bourne End (near High Wycombe)

Appointment of HEAD, Group 6. Applications invited from suitably qualified and experienced TEACHERS for appointment as HEAD from Easter 1976.

Present roll 360—8 to 12 year olds.

Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.

Application forms and further particulars (send stamped addressed envelope) obtainable from Divisional Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. HP13 6SD.

Closing date: 31st December, 1975.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
WESTFIELD COUNTY FIRST
Bourne End (near High Wycombe)

Appointment of HEAD, Group 5. Suitably qualified and experienced TEACHER required for this HEADSHIP which will become vacant at Easter 1976.

Present roll 250—5 to 8 year olds.

Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.

Application forms and further particulars (send stamped addressed envelope) obtainable from Divisional Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks., HP13 6SD.

Closing date: 31st December, 1975

CAMBRIDGESHIRE
CAMBRIDGE AREA
ARBURY JUNIOR SCHOOL
Cambridge
Group 5

Applications are invited for the post of HEADTEACHER for Easter, 1976. The school (255 on roll) shares site with the Infants School.

Application forms and further details from the Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP, to whom applications should be returned by 1st December, 1975.

CHESHIRE
EDUCATION COMMITTEE
CREWE AND NANTWICH DISTRICT
HEAD TEACHERS
SHAVINGTON COUNTY JUNIOR SCHOOL
Main Road, Shavington
(Group V. roll 324)

School has a high priority for replacement although it is not yet included in a building programme. Applicants should be well experienced and be conversant with open-plan teaching methods.

CHURCH COPPENHALL COUNTY JUNIOR SCHOOL
Holland Street, Crewe
(Group VI, roll 436)

Recently opened, open-plan school with Special Unit for 14 E.S.N. children.

Closing date for both above posts is 5th December, 1975.

Application forms and further details (send stamped addressed envelope) from District Education Officer, Delamere House, Delamere Street, Crewe, CW1 2LL.

CUMBRIA
EDUCATION COMMITTEE
OULTON C. OF E. SCHOOL
Wigton
(Controlled, 4 to 11 Mixed, Roll 32. Group 1)

Required April, 1976, a HEADTEACHER.

Application forms and further details obtainable from and returnable to R. O. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven.

CUMBRIA
EDUCATION COMMITTEE
PRESTON ENDMOOR C. OF E. SCHOOL
Near Kendal
(Aided. 5 to 11. Roll 106. Group 3)

Required April, 1976, a HEADTEACHER.

Further details and application forms obtainable from C. D. Bishop, Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow-in-Furness, to be returned to the Reverend P. M. Smith, Preston Patrick Vicarage, Milnthorpe, by 5th December, 1975.

DORSET
STOURFIELD FIRST SCHOOL
Cranleigh Road, Bournemouth
(283 on roll)

Appointment of HEAD TEACHER

Applications are invited for the HEADSHIP of this Group 5 school, which falls vacant in September 1976. The school is for pupils aged 5 to 8 years. Assistance with removal and legal expenses.

Application forms and further particulars from the Staffing Officer (on receipt of stamped addressed envelope), Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6EH, to be returned by 15th December, 1975

ESSEX
BASILDON AND BRENTWOOD AREA
DODDINGHURST C. of E. SCHOOL
Doddinghurst, Brentwood
(Roll 330) Group 5

Required, HEAD, for the Mixed School, from the of the Summer Term, 197

Generous grants for lodging and disturbance may be payable.

Closing date: 12 Dece

Application forms and details may be obtained County Education Officer, 47, Threadneedle Road, Chelmsford.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
BOVINGDON JUNIOR
Hemel Hempstead, Hert

Applications are post of HEAD TEACH Group 5 Junior 1976.

Forms and further the Divisional Educa Town Hall, Hemel whom completed applica be returned. Closing ber 1st.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

LEY PARK INFANTS' SCHOOL
Cozens Lane East, Broxbourne

HEAD required in for new Infants open in April or 1976.

Group 5 plus London Allowance

Application forms and particulars from the Education Officer, Hagsdell Road, ing date: 10th December

KIRKLEES
METROPOLITAN COUNCIL

CROW LANE JUNIOR AND INFANTS SCHOOL
Crow Lane, Huddersfield HD3 4QT

Applications are invited suitably experienced TEA ERS for the HEADSHIP Group 5 school from 1976.

Application forms and further particulars obtainable the Director of Education Services, Oldgate date, Huddersfield HD1 Closing date for application forms 5.12.75.

ilea
Inner London Education Authority

For teaching posts in Inner London

See page 46

Classified Advertisements

The charge for advertising in all classifications is 52p per line (minimum 3 lines).

Display in classified advertisements £3.00 per single column cm (minimum space 9.5 cm double column at £57.00).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,
by Monday for the following Friday's issue.

COUNTY OF SOUTH GLAMORGAN

Teaching posts this week on page 51

LEICESTERSHIRE
OADBY LANGMOOR JUNIOR SCHOOL
near Leicester

HEAD required April 1976. Approximately 260 children. Group 5.

Details on request. Vacancy due to retirement of present Headmaster, Mr H. Morris.

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 5th December.

LINCOLNSHIRE
EDUCATION
POTTERHANWORTH C.E. (CONTROLLED) PRIMARY SCHOOL
Burnham Group 1
Number on Roll 56

Applications are invited from suitably experienced TEACHERS for appointment as HEADTEACHER of this village primary school to take up duty in April, 1976.

Application forms and further details from (Correspondent to Managers), Mr. D. Jackson, Chatsworth, Barff Road, Potterhanworth, Lincoln LN4 2DT, to whom they should be returned by 18 December, 1975. Please enclose stamped addressed envelope.

MANCHESTER
KING DAVID JUNIOR SCHOOL

Applications are invited for the post of HEAD TEACHER for the King David Junior School, Manchester. The position will become vacant in September 1976 on the retirement of the present Head Teacher. This is a Group 6 Aided Junior School which caters for Jewish children from Manchester and surrounding areas. It is not essential for applicants to be of the Jewish faith.

Application forms from the Chief Education Officer, Education Offices, Crown Square, Manchester M60 3BB, to be returned to Dr. C. J. Glancy, J.P., Chairman, 25 Links View Court, Park Lane, Whitefield, Manchester M25 7PY. Closing date: 12th December 1975.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
Appointment of HEADMASTER/HEADMISTRESS
CLAREMONT ROAD NEW PRIMARY SCHOOL
Carrington, Nottingham

Qualified TEACHERS are invited to apply for appointment as HEADMASTER/HEADMISTRESS of the above school, which will occupy remodelled premises in Claremont Road, and will open in September, 1976.

Opening number on roll: 175 plus 60 place nursery. Salary Group 6.

Vacancy to be filled Summer Term 1976

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date 5th December, 1975

BLESSED EDWARD MORGAN PRIMARY SCHOOL
SHOTTON, DEESIDE
(Group 5—Number on Roll 300)

Head Teacher

The Managers of this modern and developing Catholic primary school are anxious to attract a Head Teacher capable of reconciling contemporary educational vision with many proven benefits of more traditional approaches. The appointment results from the sudden death of the previous Head.

Further details and application forms may be obtained from the Rev. Thomas Shepherd, Blessed Sacrament Presbytery, Maude Street, Connah's Quay, Deeside, to whom completed forms should be returned by December 8th.

CLWYD County Council
North Wales

JOHN HOWARD DAVIES, Director of Education, Shire Hall, MOLD.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRIMARY TEACHING APPOINTMENT

HEAD TEACHER POST

GOLDEN FLATTS INFANT SCHOOL,
Seaton Lane, Hartlepool, Cleveland

HEAD TEACHER (GROUP 5). Required Easter, 1976, a suitably qualified and experienced teacher for the above school which serves an area of private and municipal housing in the South-West of Hartlepool.

A new 39-place nursery unit to be attached to the school is currently under construction and is scheduled to be completed towards the end of the current school year.

Financial assistance with household removal expenses is available in approved cases.

Forms of application, obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. The closing date for receipt of applications is 12th December, 1975.

OXFORDSHIRE
APPLETON C. OF E. AIDED SCHOOL
Appleton, Abingdon

Applications are invited for the post of HEAD TEACHER of this four class school (Group 2, number on roll 105). Appleton is a pleasant, small village, six miles south-west of Oxford.

Application forms (which should be returned by December 5) and further details can be obtained from the Chief Education Officer, County Offices, Oxford, OX1 1NA.

OXFORDSHIRE
DRAYTON COUNTY PRIMARY SCHOOL
Hilliat Fields, Drayton, Abingdon

Applications are invited for the post of HEAD TEACHER of this school (Group 4, number on roll 198).

Drayton is a pleasant, small village, four miles south of Abingdon.

Application forms and further details can be obtained from the Chief Education Officer, County Offices, Oxford OX1 1NA, to whom they should be returned by December 5, 1975.

OXFORDSHIRE
ST. ANDREW'S C. OF E. FIRST SCHOOL
(Roll 245)
London Road, Headington, Oxford
OX3 9ED

Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of the above school, which will become vacant at the beginning of the Summer Term, 1976.

Application forms and further particulars can be obtained (stamped addressed envelope) from the Chief Education Officer, County Offices, New Road, Oxford OX1 1NA and should be returned to him no later than two weeks after the appearance of this advertisement.

ST. HELENS
BOROUGH COUNCIL
EDUCATION COMMITTEE
HOLY CROSS R.C. (AIDED) PRIMARY SCHOOL
HEADTEACHER

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEADTEACHER of this Group 6 school to take effect as soon as possible.

Further details are available from The Rev. Father F. Ferns, Holy Cross Presbytery, Corporation Street, St. Helens, to whom completed forms should be returned by Friday, 19th December, 1975.

Application forms are available from The Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN.

ST HELENS
NEWTON LE WILLOWS COUNTY JUNIOR SCHOOL
HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this Group 6 school to take effect from 1st May, 1976.

Further details of this post together with a form of application are available from the Director of Education, Education Department, Century House, Hardshaw St., St. Helens, Merseyside WA10 1RN, to whom they should be returned by 5th December, 1975, at the latest.

SUFFOLK
COUNTY COUNCIL

Applications are invited from suitably qualified and experienced TEACHERS for the following posts.
CHALKSTONE PRIMARY SCHOOL,
Haverhill.
New school to open in September, 1976.
Roll 280. Group 4.
Age range 5 to 9 years.
HEADMASTER/HEADMISTRESS
WITNESHAM COUNTY PRIMARY SCHOOL
Roll 98. Group 2.
Age range 5 to 11 years.
HEADMASTER/HEADMISTRESS

Application forms and further details obtainable from the County Education Officer, County Hall, St. Helen's Street, Ipswich (stamped addressed envelope, please), to be returned by 28th November, 1975.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT

HARRATON PRIMARY SCHOOL
Washington
(Group 5)

This is a 1-form entry Junior Mixed and Infant School built on a semi-open plan and including limited Community facilities. Applications are invited from suitably qualified and experienced teachers from the whole Primary age-range for the post of HEADTEACHER to take up the appointment at Easter, 1976, for a September opening.

Application forms, obtainable from the Director of Education, at address shown below, on receipt of stamped addressed foolscap envelope, should be returned to him by 5th December, 1975.

Removal expenses and temporary lodging allowance may be granted in the case of the appointee from outside the Borough.

L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland, SR2 7DN.

WEST SUSSEX
HOLMBUSH COUNTY FIRST SCHOOL
Hawkins Crescent, Shoreham-by-Sea

Required for summer term, 1976, HEAD TEACHER for this Group 4 first school with 228 children on roll.

Application forms and further details available from the Area Education Officer, 7 Chapel Road, Worthing, on receipt of a stamped addressed foolscap envelope. Forms should be completed and returned to him as soon as possible.

Grants towards removal and resettlement expenses payable in approved cases.

WILTSHIRE
HILPERTON CHURCH OF ENGLAND PRIMARY SCHOOL
Newleaze, Hilperton,
Trowbridge, BA14 7SB
Group 4
Number on roll 190

HEAD TEACHER

Applications are invited for the post of HEAD TEACHER at Hilperton Church of England Primary School which is a newly built school that opened in September, 1971.

Applicants should have had good teaching experience and should hold a post of responsibility at their present school. It is intended that the successful applicant should take up the post at the beginning of the Summer Term, 1976.

Application forms and further details of the post are available from Chief Education Officer, County Hall, Bythesea Road, Trowbridge, BA14 8JB, and should be returned as soon as possible.

Deputy Headships Senior Masters/Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
STUDHAM V.C. LOWER SCHOOL
Studham, Dunstable
Headmistress: Miss E. Newcomb

Applications are invited from experienced TEACHERS for the DEPUTY HEADSHIP of this Group 2 School at present admitting pupils aged five to 10 years. The appointment would be for January, 1976, or as soon as possible afterwards.

The Authority has a scheme for teachers moving into the county to assist with removal expenses.

Further details and application forms obtainable from the Southern Area Education Officer, Southern Area Education Office, 38a Old Bedford Road, Luton LU2 7NY, to be returned by 5th December, 1975.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT

The Managers of the undermentioned school would be pleased to receive applications from suitably qualified men and women TEACHERS for the following vacancy for DEPUTY HEAD.

Application forms may be obtained from the Correspondent Manager and should be submitted direct to the Correspondent. Closing date Friday, 5th December, 1975. Please enclose stamped addressed envelope.

ST. EDMUND'S R.C. J.I.
Rosebery Street, Birmingham
B18 7PA

Correspondent: Father O'Brady,
c/o The School
(Group 3)

Salary: £2,880 to £4,272 plus S.P. Allowances.

There is a scheme for assistance with removal expenses.

CAMBRIDGESHIRE
PETERBOROUGH AREA
WATERGALL COUNTY PRIMARY SCHOOL
Watergall, Bretton, Peterborough
(Group 5)

Required for commencement of Summer Term or earlier if possible: DEPUTY HEAD TEACHER (Group 5).

Applications are invited from teachers who have had wide experience in primary education.

This is a new school which will open in temporary mobile accommodation. It is anticipated that the permanent accommodation will be available by January, 1977.

There is a possibility of assistance being given with housing and removal expenses in appropriate cases.

Application forms are available from the Senior Area Education Officer, 41 Priestgate, Peterborough PE1 1JU (stamped addressed envelope), to whom they should be returned by 2nd December, 1975.

CORNWALL
EDUCATION COMMITTEE

Applications are invited from men and women for the following DEPUTY HEADSHIP:
BUDE COUNTY PRIMARY INFANTS SCHOOL
(Group 4)
(Post Houghton): 208 on roll

Vacancy occurs on the 27th April, 1976

This is a new Open Plan school. Applicants with a good working knowledge of the Nuffield Mathematics Scheme would be welcomed.

Application forms and further details from the District Clerk, Education Office, Berry Lane, Bodmin, on receipt of a stamped addressed envelope.

Closing date 19th December, 1975.

K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CROYDON
(London Borough of)
EDUCATION COMMITTEE

Invite applications from suitably qualified and experienced teachers.
NORBURY MANOR JUNIOR MIXED SCHOOL
Abingdon Road, Norbury, S.W.16
Telephone: 01-679 3835
Head, Mr. R. C. Ives

Tenable Summer Term, 1976, or earlier if available.

A senior post with responsibility for curriculum development and act as Year Leader.

Salary—Burnham Scale 3, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from, and returned to, the Head Teacher at the above address as soon as possible.

DORSET
UPTON JUNIOR SCHOOL
St. Martin's Road, Upton
(378 on roll)

Required Easter 1976, DEPUTY HEAD TEACHER for this seven to 11 school. Salary Group 5, but this is likely to be Group 6 in April, 1976. Assistance with removal and legal expenses.

Application forms and further particulars from the Staffing Officer (on receipt of stamped addressed envelope), Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6EH, to be returned by December 5, 1975.

DUDLEY
(Metropolitan Borough)

SYCAMORE GREEN PRIMARY SCHOOL
(Group 5)
Sycamore Green, Old Park Farm Estate, Dudley
(five to 12: 260 on roll)

Required for January, 1976, or as soon as possible, DEPUTY HEAD TEACHER.

Further particulars and application forms from J. Buck, Director of Education, Education Department, 3 St. James's Road, Dudley, West Midlands DY1 3JJ.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
HAZELWOOD INFANT SCHOOL
Hazelwood Lane, Palmers Green,
London, N 13
(Roll 272)

Required for January, 1976, or as soon as possible thereafter, DEPUTY HEAD TEACHER, Group 5.

Mortgage facilities subject to funds being available. Consideration given to the following:—100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms obtainable from the undersigned, to be returned by 5th December, 1975.

"M." Healey, Chief Education Officer, Education Department, Civic Centre, Enfield EN1 3ES.

LONDON BOROUGH OF
CROYDON
EDUCATION COMMITTEE

Applications are invited for the

HEADSHIP

of the new **St. James the Great Roman Catholic Junior Mixed Infants' School, Norbury,** which is due to open in September, 1976. The appointment will be tenable from 1st April, 1976. Applicants should hold the Catholic Teacher's Religious Certificate.

Salary: Head Teacher's Scale 4 and a London Allowance of £267 is payable.

Reasonable removal expenses will be reimbursed (details on request).

Application forms and further particulars obtainable from Director of Education, Education Department (TAS), London Borough of Croydon, Taberner House, Park Lane, Croydon CR9 1TP.

LONDON BOROUGH OF
CROYDON
EDUCATION COMMITTEE

Applications are invited for the following

HEADSHIP

tenable from the beginning of the summer term 1976 (starting on 27th April).

WOLSEY INFANTS SCHOOL
King Henry's Drive, New Addington, Croydon, Surrey.

Head Teacher's Scale Group 6 and the London Area Allowance of £267 is payable.

Reasonable removal expenses reimbursed (details on request).

Application forms and further details from the Director of Education (TAS), Education Department, Taberner House, Park Lane, Croydon, CR9 1TP.

Closing date: Friday 28th November, 1975.

Derbyshire
# headship

Applications are invited from suitably qualified primary teachers for the Headship of the following school:—

Barlow C.E. (Controlled) Primary School (near Chesterfield)
75 Children **GROUP 2**

Application forms and particulars (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3BG.
Closing date 5th December 1975

EAST RIDING DIVISION

HEADSHIP OF

ANLABY JUNIOR SCHOOL
(4 miles west of Hull)
N.O.R. 527, Group 7

To commence duty at Easter, 1976. Application forms and further particulars can be obtained from the Director of Education (HQ Schools), County Hall, Beverley, to whom completed forms should be returned not later than the 1st December, 1975.

Humberside County Council

PRIMARY
Deputy Headships continued

EAST SUSSEX
COUNTY COUNCIL
ST. PAUL'S C.E. PRIMARY SCHOOL (Group 7)
[illegible] Road, St. Leonards-on-Sea
Headmaster: Mr. D. Nurcross, M.Ed., L.C.P.
(Re-advertisement)

Applications are invited for the post of SECOND MISTRESS (Deputy Head's Scale, Group 7) required from the beginning of the Summer Term 1976, from qualified teachers who will already have held a senior post in a primary school.

St. Paul's is a well-equipped school built in 1962, with extensive playing fields and its own indoor heated swimming pool.

Application forms and further details from the Area Education Office, 20, Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 8th December, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM—GLENCOE C.P. JUNIOR SCHOOL
Glencoe Road
DEPUTY HEAD TEACHER required for Easter, 1976 at this Group 6 school. Social Priority Schools allowance also payable.

Please apply to the Headmaster.

CHATHAM—LORDSWOOD C.P. INFANTS SCHOOL
Lordswood Lane
DEPUTY HEAD TEACHER required January, 1976, for this Group 6 school which includes a class for nursery children.

Applications to be submitted to the Headmistress.

LEICESTERSHIRE
DEPUTY HEADSHIP
BARLESTONE C.E. (CONTROLLED) PRIMARY SCHOOL
Barton Road, Barlestone, Nuneaton, Warwickshire.

DEPUTY HEAD required April. Group 4. 210 children. Vacancy due to appointment of present deputy to a headship. Details from the Head, Mr. E. J. Hartshorn.

Apply (no forms) with full particulars and names and addresses of two referees to the Head by December 2.

LEICESTERSHIRE
DEPUTY HEADSHIPS
HUNCOTE PRIMARY SCHOOL
Denman Lane, Huncote, Leics.

DEPUTY HEAD required April. Group 5. 260 children. Details from Head, Mr. K. L. Davies.

ST. BARNABAS C.E. (CONTROLLED) PRIMARY SCHOOL
St. Barnabas Road, Leicester

DEPUTY HEAD required April. Group 4. 190 children. Details from the Head, Mrs. B. W. Sheffield.

LAUNDE JUNIOR SCHOOL
New Street, Oadby, Nr. Leicester.

DEPUTY HEAD required April. Approximately 330 children. Group 6. Further details from School. Head Elect: Mrs. S. M. Hudson.

Apply (no forms) with full particulars and names and addresses of two referees to the Head by 9th December.

LEICESTERSHIRE
DEPUTY HEADSHIP
LAUNDE INFANT SCHOOL
New Street, Oadby, near Leicester

DEPUTY HEAD required April. Approximately 128 children: provisional Group 4.

Further details from the Headmistress, Mrs. J. M. Cooksey.

Apply (no forms) with full particulars and names and addresses of two referees to the Headmistress by December 2.

LINCOLNSHIRE
EDUCATION COMMITTEE
DEPUTY HEAD
BOSTON HAWTHORNE TREE C.P. SCHOOL
Group 4 (£3,360-£4,036)
(200 on Roll)
DEPUTY HEAD required for April, 1976, to teach Top Juniors. An interest in Boys' Games would be an advantage.

Forms from Divisional Education Officer, County Hall, Boston, Lincs.

NEWHAM
(London Borough of)
[illegible] JUNIOR SCHOOL
[illegible] Street, London, E13 0BX
(200 on roll)
Required January, 1976, or as soon as possible thereafter
DEPUTY HEAD TEACHER—Group 5.

Burnham Scales.
Plus London Allowance £351.
Application forms are available from this office and should be returned to the undersigned as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH

NEWHAM
(London Borough of)
RANELAGH INFANT SCHOOL
Corporation Street, London E15 3DL
(112 on roll)
Required January 1976
DEPUTY HEAD TEACHER—Group 4.

Burnham Scales, plus London Allowance £351 plus Social Priority Allowance £201 or £276.

Application forms are available from this office and should be returned to the undersigned as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
HARRATON PRIMARY SCHOOL
Washington
(Group 5)

This is a J.M. & I. Junior Mixed and Infant School built on a semi-open plan and including limited Community facilities. Applications are invited from suitably qualified and experienced teachers from the whole Primary age-range for the post of DEPUTY HEADTEACHER to take up the appointment when the school opens in September, 1976.

Application forms, obtainable from the Director of Education at address shown below, on receipt of stamped addressed foolscap envelope, should be returned to him by 5th December, 1975.

Removal expenses and temporary lodging allowance may be granted in the case of appointee from outside the Borough.

T. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland, SR2 7DN.

SUTTON
(London Borough of)
ROUNDSHAW JUNIOR SCHOOL
Mollison Drive, Roundshaw, Wallington
DEPUTY HEADMISTRESS
(Group 5)

Applications are invited for the post of deputy headmistress of this 2 form entry junior school (315 on roll) to commence duty on 27th April, 1976.

Please send stamped addressed envelope for further particulars and application form to Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Closing date for receipt of applications: 4th December, 1975.

WEST SUSSEX
ST. CATHERINE'S R.C. (Aided) PRIMARY SCHOOL
Highdown Drive, Littlehampton
Required for April, 1976 DEPUTY HEADTEACHER for this Group 3 school, with Junior experience. New building opened in 1975.

Application forms, available from the Area Education Officer, 7 Chapel Road, Worthing, on receipt of a stamped addressed foolscap envelope, should be completed and returned to the Headmistress at the school as soon as possible.

Grant towards removal and resettlement expenses payable in approved cases.

WILTSHIRE
DILTON MARSH C.E. CONTROLLED JUNIOR SCHOOL
Westbury
DEPUTY HEAD
(Number on roll 108)
(Group 3)

Applications are invited from experienced and energetic TEACHERS for the above post. Able to assist with Music an advantage.

Application forms and further details available from the Headmaster, returnable as soon as possible.

WILTSHIRE
COUNTY COUNCIL
TROWBRIDGE, PAXCROFT COUNTY PRIMARY SCHOOL
Ashton Street, Trowbridge

DEPUTY HEAD required from Easter, 1976, for this new semi-open plan school which is due to open either in April or September, 1976.

Applications are invited from suitably experienced and enterprising teachers, preferably with experience of teaching infants and with enthusiasm for cooperative teaching.

Further details and application forms from the Chief Education Officer, County Hall, Trowbridge, returnable by 1st December, 1975.

HARROW EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers for the following post(s):—

WELLDON PARK FIRST SCHOOL
(Group 5) Wyvenhoe Road
South Harrow, HA2 8LS

Head Teacher

required for January, or as soon as possible thereafter, for this 3-form entry Group 5 school, to be opened at Easter, 1976, as a result of the re-organisation of the existing First and Middle School into separate First and Middle Schools. It will be housed in new purpose-built premises, and cater for children between 5 and 8 plus.

Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender), lodging allowance of up to £10 per week and up to £600 towards Legal and Estate Agent fees may be payable.

Application forms and further details from and to be returned to the Head of the School by 1st December, 1975.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for April, 1976.
[illegible] C.E. JUNIOR SCHOOL
(Group 7)

SENIOR MISTRESS. This is a new post. The school is organised on progressive lines and has strong links with the community.

Application forms and further details available from Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope, please).

Heads of Department

CAMBRIDGESHIRE
HUNTINGDON AREA
FENSTANTON C.P. SCHOOL
School Lane, Fenstanton, Huntingdon, Cambs
HEAD of INFANT DEPARTMENT, Scale 2

Required for Easter, 1976

This post offers an opportunity for an experienced and enthusiastic teacher to deal with the day to day running of the infant department.

Assistance is given with removal expenses.

Application forms and further information available from the Headmaster at the school.

Other Posts on Scale 2 and above

AVON COUNTY
CHESTER PARK JUNIOR SCHOOL
Lodge Causeway, Fishponds, Bristol BS16 3QG
Required for January
Class TEACHER. Willingness to assist with Games an advantage. Scale II post for suitable applicant.

Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

BARKING
(London Borough of)
Required January, 1976, or as soon as possible thereafter—
Peripatetic TEACHER of ENGLISH to Immigrant Children—Successful candidate will join a team of teachers who concern themselves with withdrawal groups of non-English-speaking children. Please state whether Infant Junior or Secondary trained. Scale 3.
CAMBELL JUNIOR SCHOOL
(Roll 436)
Experienced CLASS TEACHER to take responsibility for the overall development of MATHEMATICS. Scale 3. Social Priority Schools Allowance.
NORTHBURY INFANTS' SCHOOL
(Roll 230)
Experienced CLASS TEACHER to be responsible for MATHEMATICS within the school. Scale 2. Social Priority Schools Allowance.
RICHARD ALIBON JUNIOR SCHOOL
(Roll 365)
Experienced CLASS TEACHER to be responsible for LANGUAGE DEVELOPMENT and READING throughout the school. The post requires initiative, organizational powers and the ability to lead by example. Scale 3.

London Addition £351 per annum. Reimbursement of removal expenses in approved cases.

Application forms obtainable from Chief Education Officer, Town Hall, Barking, Essex, returnable by 4th December, 1975.

BARNET
(London Borough)
Required from January, 1976:
HOLLY PARK J.M.I. SCHOOL
Bellevue Road, Friern Barnet, N 11
(Roll 384)
1. TEACHER for Reception Class. Scale 2 post available.
2. TEACHER for Juniors, able to take Boys' Games and assume responsibility for Audio-Visual Aids. Scale 2 post. Social Priority Allowance payable.

In approved cases assistance may be given by way of housing, the payment of up to 100 per cent removal expenses and the payment of separation allowances.

Application forms (stamped addressed envelope) obtainable from The Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned to the Head Teacher at the school by 5th December, 1975.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHEFFORD LOWER SCHOOL
Bloomfield Drive, Shefford
Required for January or April, an experienced TEACHER to be responsible for BOYS' GAMES and LIBRARY/RESOURCES. Scale post available.

Application forms and further details from Headmaster, closing date 1st December, 1975.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
PINCHMILL LOWER SCHOOL
Felmersham, Bedford
Headmaster: R. Shore
Required for Easter, or earlier, if possible: Man or Woman to take class of Juniors. Experience of older juniors preferred. Ability to take music desirable. Scale 2 post available.

Application forms from the Headmaster.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
POTTON C.P. SCHOOL
Station Road, Potton, Sandy, Beds SG19 2PV
(Number on roll 370)
Headmaster, F. I. Pierce, Esq.
Required for Easter or January, 1976, qualified ASSISTANT TEACHER (Scale 2) to be responsible for mid-infant class and for music in the infant department of the school.

Applications by letter in the first instance, giving full details of qualifications and experience, and the names and addresses of two referees to the Headmaster at the school.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
STOPSLEY JUNIOR SCHOOL
Hitchin Road, Stopsley, Luton
Headmaster, Mr L. J. Martin
Required for January, 1976, TEACHER to be responsible for GIRLS' PHYSICAL ACTIVITIES throughout the school and to take charge of first year class. Scale 2 post available.

The Authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.

Application forms obtainable from the Headmaster.

BERKSHIRE
WOKINGHAM DISTRICT
KEEP HATCH JUNIOR SCHOOL
(WSH [illegible])
Ashridge Road, Wokingham, Berks.
Required for Summer Term, 1976, TEACHER (male preferred) for assistance with boys' games, with experience of team teaching, to work initially with fourth year juniors. Scale 2 post available to suitable applicant. Please state subject interests. Ability to develop mathematics would be an advantage. Closing date 1st December 1975.

Application forms from Wokingham District Education Office, Reading Road, Wokingham.

BERKSHIRE
WOKINGHAM DISTRICT
POLEHAMPTON INFANTS' SCHOOL
(WSH [illegible])
Hermitage Drive, Twyford, Reading
Required for January 1976, INFANT TEACHER for class five to six years, interested in working in a cooperative situation. Scale 2 post available to suitable applicant. Closing date 1st December, 1975.

Application forms from Wokingham District Education Office, Reading Road, Wokingham, Berks.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
HANSLOPE COUNTY COMBINED SCHOOL
(Approximately 200 pupils on roll)
HEAD of MATHEMATICS DEPARTMENT required for combined school (five to 12 years). The person appointed will also be required to act as class teacher with the eight to 12 age range. Subject to the county council's regulations, removal expenses up to £150 and board and lodging allowances will be payable.

Application forms, obtainable from Mr. R. G. Roberts, Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY. (Please enclose a stamped addressed foolscap envelope.)

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
BEECH HILL COUNTY PRIMARY SCHOOL
(320 on roll)
Mount Pleasant Avenue, Halifax HX1 5TN
Required for January, 1976, or as soon as possible an experienced TEACHER for an infant class and to be responsible for MATHEMATICS in the infant department. Scale 2.

Letters of application, giving full details and the names and addresses of two referees, to the Headmistress as soon as possible.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
GREETLAND JUNIOR AND INFANT SCHOOL
School Street, Greetland, Halifax HX4 8JB
Required for January, 1976, or as soon as possible, a TEACHER for a class of Top Infants and to have responsibility for MUSIC. Scale 2.

Letters of application, giving full details and the names and addresses of two referees, to the Headmaster as soon as possible.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ST. JOSEPH'S R.C. (AIDED) PRIMARY SCHOOL
Finkil Street, Hove Edge, Brighouse HD6 2NT
(200 on roll)
Required for January, 1976, or as soon as possible, a qualified and experienced TEACHER for Junior Class, with responsibility for MUSIC. Scale 2. Modern building in ideal surroundings with excellent facilities and extensive playing fields.

Application forms available on receipt of a stamped addressed foolscap envelope from the Head Teacher, to whom completed forms should be returned as soon as possible.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
invite applications from suitably qualified and experienced TEACHERS.
ELMWOOD JUNIOR MIXED SCHOOL
Lodge Road, Croydon CR0 2PL
Tel.: 01-684 4007
Head: Mrs. E. M. French
Tenable: beginning of Summer term or earlier if available.
Experienced and enthusiastic TEACHER whose duties will include responsibility for boys' environmental needs embracing games and out-of-school activities. Applicants should be able to work as a member of a team and to become involved in curriculum development—state area of interest.

Salary, Burnham Scale 3 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from, and returned to, the Head Teacher at the above address as soon as possible.

DEVON
EXETER. STOKE HILL MIDDLE SCHOOL
(Roll 418)
Applications are invited from suitably qualified persons for the post of ASSISTANT MISTRESS for GIRLS' GAMES, first year leader.
Scale 2 post.

The successful applicant will be expected to take up the appointment in January, 1976.

Application forms/(stamped addressed envelope, please) from Headmaster, Stoke Hill Middle School, Exeter, returnable as soon as possible.

DEVON
MORICE TOWN PRIMARY SCHOOL
Charlotte Street, Devonport, Plymouth
Required as soon as possible, TEACHER for lower juniors. Interest in boys' games an advantage. Scale 2 post for suitably qualified and experienced teacher.

Application forms (stamped addressed envelope) from Headmaster returnable to him within 14 days.

OLD PRIORY JUNIOR MIXED SCHOOL
Old Priory, Plympton, Plymouth
ASSISTANT TEACHER required for a January or April appointment, to be responsible for boys' games and athletics and presently, until July, 1976, to be in charge of small remedial class (fourth year). Scale 2 post available for a suitably qualified and experienced applicant.

Applications for a temporary Scale 1 post for the Spring Term only are invited.

Application forms (stamped addressed envelope) from the Headmaster to whom completed forms should be returned as quickly as possible.

EALING
(London Borough)
EDUCATION SERVICE
ACTON WELLS FIRST AND MIDDLE SCHOOL
School Road, Victoria Road, Willesden N.W.10
Required from January, 1976, or as soon as possible thereafter, qualified experienced TEACHER for REMEDIAL WORK.

Scale 2 salary plus Social Priority addition and £351 London Allowance.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms (stamped addressed envelope) from Head Teacher, to be returned as soon as possible.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
PERIPATETIC TEACHER
Salary Scale 2

The successful applicant will be required to undertake supply work for the two Tutorial Classes for maladjusted children and three Opportunity Classes for severely educationally retarded children as well as at Special Schools in the area. The post will also involve regular commitments to the special classes, assisting the teacher as necessary.

Application forms and further particulars from the Area Education Officer, Rectory Road, Grays, Essex, RM17 [illegible].

HAMPSHIRE
NORTH-WEST AREA
CASTLE HILL COUNTY JUNIOR SCHOOL
Winklebury Way, Basingstoke
(360 on roll)

Scale 2 post available for January 1, 1976, if possible, or April, 1976. TEACHER for third year juniors, to act as coordinator of mathematics or consultant for visual aids and resources.

Please write to the school, giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head.

Assistance with removal expenses in approved cases. Housing accommodation may be available.

HARINGEY
(Borough of)
Required for April, 1976 or if possible.
DEVONSHIRE HILL J.M. & I. SCHOOL
Weir Hall Road, N17 8LB
TEACHER required to take of the Lower Infant which is made up of a unit of about 50 4 to 5 children and two infant the next group. The ted must be skilled in reading and language versed in the operation grated day procedures and proved organisational ability cal ability would be an advantage. Scale 3 post applicant. The school has stipulated one of social the post carries an additional ance of £201-£276 London Allowance £351 Removal expenses allowed.

Application forms addressed envelope) may be from The Chief Education Education Offices, N 17, to whom the forms be returned by 5th December

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for following post:
PRIESTMEAD FIRST SCHOOL
Hartford Avenue, Kenton, Middx.
(Telephone number, 01-907
Required for January, 1976. Enthusiastic, experienced TEACHER for vertically grouped five to seven years, teaching, open-plan area. to take responsibility for through the school. An Scale 2 or 3 post available suitably qualified candidate.

Housing accommodation available in suitable cases, able removal expenses (lowest tender), lodging allowance of £10 per week and up to towards legal and estate agents fees may be payable.

Application forms from and returned to the Head of by December 1, 1975

CONTINUED ON PAGE

Shropshire Education Committee

Primary Deputy Headship

Market Drayton County Junior School
Group 7

Enthusiastic Deputy Headteacher required from Easter 1976—modern methods.

Application forms (send s.a.e.) from County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

Salop County Council

THE CITY OF
Birmingham
EDUCATION DEPARTMEN

PRIMARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, please write for application form Chief Education Officer (Staffing Branch), Margaret Street, Birming ham B3 3BU, enclosing a stamped addressed envelope and your applications to the Head Teacher.

BOLDMERE MIDDLE SCHOOL,
Coleshill Road, Sutton Coldfield B73 5SD
Scale 2. GIRLS P.E. and GAMES. Required for January or Easter.

GUNTER J.I. SCHOOL (N.C.)
Gunter Road, Birmingham B24 0RU
Scale 2 post with responsibility for GIRLS' GAMES.

NANSEN J.I. SCHOOL,
Naseby Road, Birmingham B8 3HG
(a) Scale 3. Responsibility for REMEDIAL EDUCATION in Department. SET experience essential.
(b) Scale 2 or 3 for suitable applicant to be responsible for MATHEMATICS or INFANT METHODS.
Plus SBS allowance.

PEGASUS JUNIOR SCHOOL,
Turnhouse Road, Birmingham B35 6PR
Scale 3. Team Leader, initially in a first year group. riculum interests desirable.

SEVERNE INFANT SCHOOL,
Severne Road, Birmingham B27 7HR
Experienced teacher—area of responsibility to be determined. SPS Allowance. Scale 2.

YARNFIELD J.I. SCHOOL (N.C.).
Yarnfield Road, Birmingham B11 3BJ
Scale 2/3. Enthusiastic Infant teacher with responsibility for RECEP- TION CLASS. MUSIC an advantage.

BOURNVILLE JUNIOR SCHOOL,
Linden Road, Birmingham B30 1JY
Scale 2 post. Man or Woman interested in SCIENCE.

ST. CHAD'S R.C., J.I. SCHOOL,
Hospital Street, Birmingham, 19.
Infant teacher required. Scale 2 available, as Head of Infant DEPARTMENT. S.P.S. allowance.
Applications to Correspondent Manager c/o the school.

ST. MARGARET MARY R.C., J.I. SCHOOL
Perry Common Road, Birmingham B23 7AB
Required January 1, 1976, Assistant Teacher. Scale 2 for Year Juniors, with responsibility for BOYS' GAMES.
Applications to Correspondent Manager c/o the school.

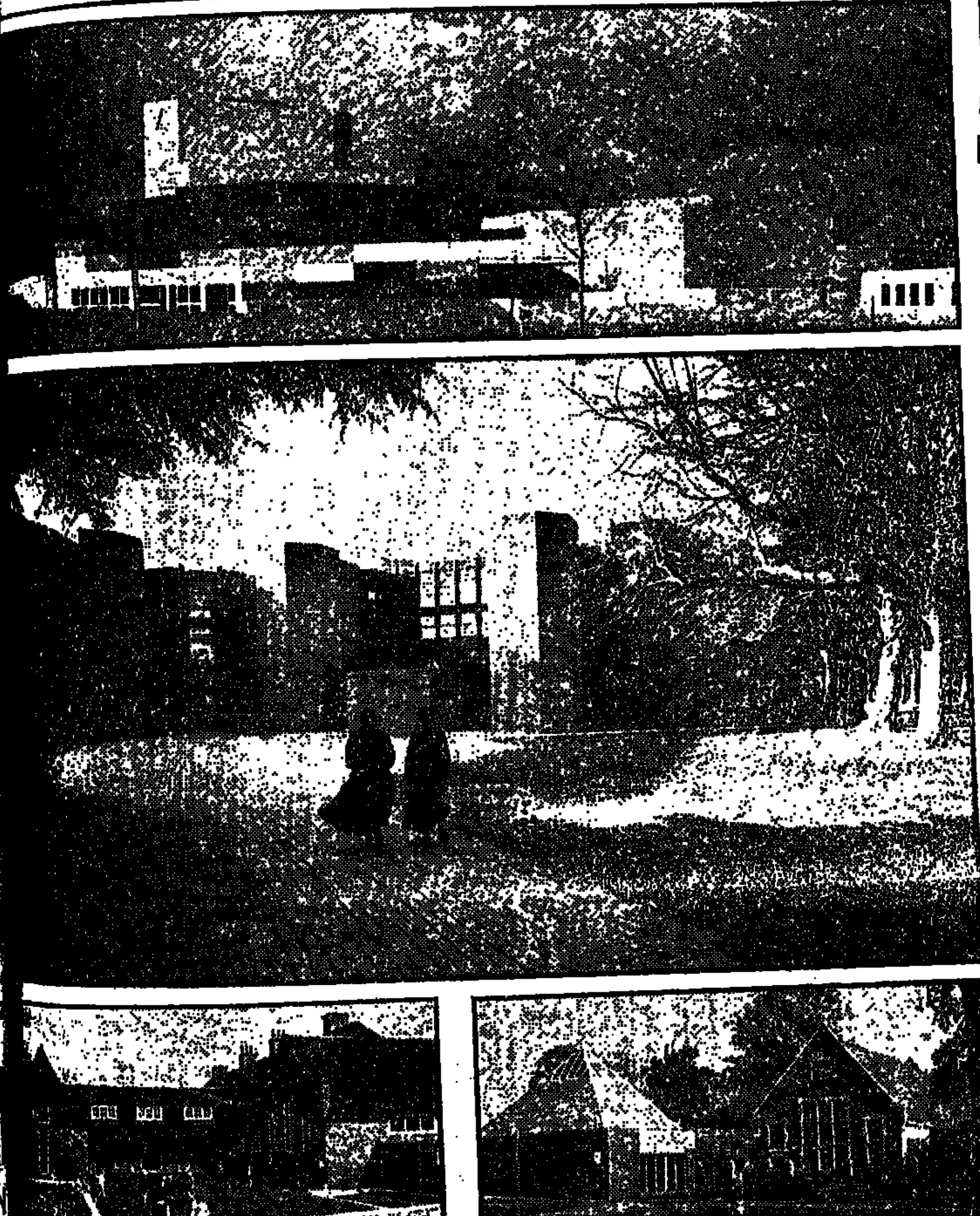
SCALE 1 POSTS

ST. CLARE'S R.C. JUNIOR SCHOOL,
Robert Road, Birmingham B20 3RT
Two Scale 1 Assistant Teachers required for January, 1976 Allowance payable.
Applications to Correspondent Manager c/o the school.

ST. MARTIN'S R.C., J.I. SCHOOL,
Oakland Road, Moseley, Birmingham B13 9DN
Applications are invited for an experienced Infant Teacher. in MUSIC an advantage. Applications to Correspondent Manager at the above address.
There is a scheme for assistance with removal expenses.

EXTRA

CHOOL AND COLLEGE BUILDINGS



of this year's award winners. The two larger photographs show, top, Warwick University Arts Centre Howard Wood Levin Partnership), and Christ's Hospital Arts Centre, Horsham (Howell Killick Part- and Amis)—both recipients of RIBA awards. The two small photographs are of schools which gained Trust Heritage Year awards—Heanor Langley Mill Infants' School, Derbyshire (left), a conversion of junior school to open-plan (Derbyshire county architect), and an extension to Blakesley C of E Primary Northamptonshire (Peter Haddon and Partners).

BRICKS AND MORTAR BOARDS

By Sir Hugh Casson, Professor of Environmental Design, Royal College of Art, 1952-1975, and chairman, RIBA Awards Group

After natural gas the biggest growth industry of the decade in this country has probably been education. Obviously this has meant a lot of building, and it is encouraging to find that, even when more and more has to be done with less and less, much of this building has been interesting and some of it spectacularly good. University buildings, in particular, have had an almost unbroken record in winning the award of the Royal Institute of British Architects. (One of the latest winners is illustrated on this page.)

Encouraging yet surprising, for among artists the groves of academe have always seemed the centrepoints of Philistia. At school art is traditionally treated as something you do when it is too wet for football; and where in Oxbridge—until recently—could you, say, throw a pot, design a lithograph or even (outside a museum) come face to face with contemporary art? Yet although a belief in eternal values and the unavoidably repetitive nature of education would seem to encourage conservatism, and worship of the written word to nourish visual illiteracy, it is undeniable that our architectural achievements in the post-war educational field have been outstanding.

The Hertfordshire school programme of the 1950s was a triumph for all concerned, initiating a sensible, relaxed and flexible design approach which has happily infected the nation's school building programme. If you wish to give a foreign visitor a potted tour through the best British architecture of the last 20 years, you need go no further than Oxbridge, where virtually all this country's top design talent has been deployed.

Equally idiosyncratic and adventurous architecturally have been our new universities. Although all of them spring from similar academic concepts and most are similarly sited in outer suburbia, they are all startlingly different to look at—precinctual or linear, scattered or compact, deadpan or romantic.

This would indicate, say some academic critics, that the architect's role has been "excessive". I don't believe it. Credit and blame—and it is mostly credit—must be shared by all those taking part in the decisions. While it is true that architects tend to overvalue at times the designers' role, they know well enough that while physical forms can help or hinder educational attitudes they cannot determine them.

The triumph of the new universities to my mind lies in the emphasis and high priority given in all of them by the academics and their architects to environmental quality . . . to the search for the highest standards in the design of buildings and furniture, of spaces between buildings and, above all, of landscape. This is something we should all welcome and admire.

For heaven's sake, let us have the courage to reject the modish view that for students—the guilty privileged—only slum conditions are "relevant" or "valid", that handsome buildings in handsome surroundings are an anachronism or worse still élitist. We all know the difficulties . . . the under-estimate of student numbers, the lack of integration with the local community, the unfulfilled needs of students for more varied, flexible and self-managed housing, the physical discomforts of living on a perpetual building site.

None of these matter beside the achievement that a dozen or so "places" of high quality have been built and, at a time of short-term values, built to last. (One of the glories of Oxbridge is its air of physical permanence.)

It seems likely—and it would certainly be welcome—that in future our schools will have a double life as adult centres and that our universities will expand their potential as cultural centres at many levels of national life. How fortunate that—thanks to the academics and architects responsible—so many of them have so quickly acquired a "sense of place". To acquire a sense of identity with a place is to acquire a sense of service to that place—it is the first step towards social responsibility.

OW THE CONSORTIA ARE FARING IN THE RECESSION

a Sproule finds some heads a little bloody, but unbowed

March this year, one of the local authority building con- in England and Wales took mmering that, to shocked ers, must have seemed like iting on the wall for the ium idea. The victim was the politan Architectural Con- for Education (MACE), a that functions mainly within reater London area. The cause e trouble was, of course, the With virtually no building uements or improvements g place, it became question- whether it was worth the mem- while to belong. And, during ight of them voted with their eet.

The procession was led by the rtium's largest member, the r London Education Authority. In the year, the other seven ounced their decision to follow: h, 1975, was to see the end MACE's connexion with Barnet, y, Croydon, Haringey, Houn- , Newham and Richmond upon mes. After the exodus, only i.e.a. members were left. ringey has since returned to MACE fold, and Bexley is now [illegible] for four new nursery units. Even so, can it be argued that Greater London's mass defection from its own building consortium marks the beginning of the end for the country's building groups as a whole?

Building programmes everywhere have taken a tumble. The Consortium of Local Authorities Special Programme (CLASP) report, for instance, "quite a reduction" on the activity of the early 1970s, and feel that the downward trend may continue into 1976-7.

SEAC (the South Eastern Architects' Collaboration) report a similar drop. "Our total programme for 1974-5", a SEAC man explains, "finished at £11.8m, and the previous year was much higher. The programme for 1975-6 looks like only being £8m." It is the same story at the Welsh Consortium, CLAW. Following local government reorganization, CLAW now covers the whole of Wales; but, even so, the consortium's volume of business for the current year is down by about £6m on last year's overall total of £19,300,207. The same, too, at the Consortium for Method Building, whose sphere of operations is mainly in the West Country—down to about 40 per cent of what they would have been doing in a normal year.

Mr Brian McMillan, Method's principal architect, says that this comparison does not take into account the boom year of 1972-73—a boom which, he believes, will never return. "The members of my consortium feel", he says, "that, after the upturn comes, we shall never again get back to the same level of programmes that we had before, and certainly not to the 1972-73 one.

"But we are of the opinion that, to the extent that local authorities are prevented at this time from building what some would say are essential buildings, there is bound to be a backlog. And, when the economic circumstances become easier, local authorities will once again have quite substantial programmes. Our philosophy is: 'Prepare now—use the fallow period for making the preparations for the upturn'."

In a sense, Mr McMillan's views on the present and future echo the situation within the consortia generally. For the picture is not all gloom; indeed, membership of the seven other building consortia has, during the past year, remained remarkably stable.

The Anglian Standing Conference, for instance, have kept most of their pre-reorganization territory, with the exception of Lincolnshire. On the other hand, they have gained Norfolk and, surprisingly, envisage a higher volume of business next year. "This year, it is about £9m; next, about £14m", says a spokesman. "We feel quite pleased." The reason, he says, is that the consortium's four members—Norfolk, Bedfordshire, Humberside and Cambridgeshire—are all high on the list of local authorities who have "fairly healthy" building programmes.

ONWARD, although they, too, are in a "very healthy" way of business (this year's programme is estimated to be £2m up on 1974's), have no idea what next year will bring; "but," they say, "we have no cause to suspect there will be any resignations. If you look at the consortium's past history, there have been years when there were no building programmes—but members still remained with us. It is surprising how building programmes fluctuate from year to year, even in large authorities."

This, taken with the membership records of the other consortia, would seem to show that whatever hit MACE was more in the nature of a freak storm than the first gust of a nation-wide hurricane. While CLASP, Method, and the rest are not riding on the crest of an upsurge, they do appear to be treading water successfully.

And the national economic situation may actually have had one effect that will benefit all the consortia, MACE included, in the future. "A significant move that has taken place over the last 12 months," says the SEAC spokesman, "has been the use that the consortia are together making of joint components. SCOLA, for example, do steel frames; we are now going to the same supplier for 99 per cent identical frames. There is far more awareness among consortia that it is sensible to get the maximum use of components."

At SCOLA, the principal architect, Mr Peter Benwell, is thinking along the same lines. "I know," he says, "that we have benefited from this rationalization, and I think that this suggests other areas of rationalization where the consortia might benefit. We might, for example, gain from extending and sharing the design work and other aspects of our activities among the consortia."

Could it be that, when the upswing finally arrives, the seven building groups may have merged into one national super-consortium with all the cost benefits and streamlining that that involves?

ENVIRONMENTAL INFLUENCE

How the community idea as embodied in the Abraham Moss Centre, Manchester, has worked out in practice. By R. Milson, Principal

The Abraham Moss Centre combines a comprehensive school, college of further education, adult education centre, district library, public sports centre, performing arts centre, pensioners' club, youth club and crèche in a complex designed to be open to the community. This has produced distinct environments which could influence all those who work in and use the centre.

In the library and sports centre, most dining-rooms, snack bars and corridors and the public right of way, staff, students and members of the community live, work, study and play together, and alongside each other. The presence of adults may affect the behaviour of pupils not just because they are conscious of the inherent expectations of such an environment. It may influence their attitudes in subtler ways.

In school those who must stay on until they are young adults of 16 without the compensation of academic motivation often feel that school isolates them in order to educate, that education has little to do with real life and that teachers have little about real life to offer. They are rarely convinced by the specially arranged trips out, or visitors, however regular, because school remains the same unchanged, enclosed community.

In the centre the life of the community goes on around the pupils all the time. They can begin to see adults as well as themselves engaged in study alongside each other as part of community life, and feel part of the community, and education as part of total community living.

This may also influence adult attitudes. Many of them, despite the stronger influences of home, the media and the peer group, regard school as being responsible for the behaviour of young people. In the past, such beliefs have been engendered and cultivated by schools concentrating more upon their own good names and reputations. Even now, people will complain to a head about the behaviour of "his" pupils in the evening and at weekends. They want something done about such behaviour and turn to the school rather than the parents or other agencies because they believe that the school still wields influence and authority.

If schools were ever able to control the behaviour of young people effectively for the whole of society — and certainly in large urban areas this is open to doubt — the influence of the media and the increased alternatives open to the adolescent peer group have made this untenable.

To all adults using our centre we try to convey the message that young people's behaviour should be the concern and responsibility of the community. In persuading them to use the centre and think of it as a community centre and their centre, we end with "We should like you to talk of it as our centre. Fine. But then, should any of our pupils behave inconsiderately towards you (examples given) don't suddenly turn round and say: 'Aren't their youngsters terrible.' Remember, if it is our centre, and our community, they must be our youngsters, the product of the society we have all created, and you too do what you can to help them appreciate that their way of behaving is not adding to the quality of life for people in the community, but subtracting from it."

The openness of the centre, exemplified by the public right of way, 25 different entrances, and the fact that once inside you can go virtually anywhere, makes security difficult. We must encourage use, not place physical or psychological barriers against entry, if we are to attract those who are most in need of our resources.

On the one hand, in two years surprisingly few break-ins and little intentional damage have occurred. Acres of windows have remained intact, no more than a dozen being broken. Perhaps this is the result of so much purposeful use of the building by so many people between 8.30 am and 10 pm each weekday, and a significant amount of use at weekends.

On the other hand, despite heavy use by almost 10,000 staff, students and general public each week, we have not yet been able to avoid people making the assumption that all wear and tear whether accidental or deliberate can be laid at the door of the 700 pupils in the school. Under such circumstances, pupils and staff find themselves peculiarly vulnerable.

The shared-use nature and shared responsibilities of the internal environment affect them both.

Initially, in the staff common room, used by all centre staff, the separate groups were very easily identifiable. Integration has developed naturally and there is some breaking down of group identity. In this area, there has probably been too little induction of staff into the general aims of the centre, and some groups still feel isolated. Nevertheless, just as teaching staff in the centre must adapt to members of the public, so other staff are beginning to accept the need to cope with young people without falling back on the teaching staff for help. Whatever else might be the case, many visitors say that although they feel lost at first they soon find the centre very friendly.

Where 11 to 16-year-olds join FE or adult groups they are undoubtedly reflecting the adult atmosphere in their behaviour. Such integration happens comparatively rarely and not at all in the other direction, as our 14 to 16 courses are not fully developed.

Socially relationships between the FE students who have been with us little more than a year, and the 11 to 16, particularly the 15 to 16-year-old age group, is difficult and slow. Many transferred FE students chose college to escape from school and now find themselves linked to one. Moves have been made to encourage the FE students to invite fifth-year pupils to their union at least once a week so that early links between present and future students might develop. FE students who, as fifth years had begun to appreciate the adult standard of behaviour expected of them as members of the students' union, would possibly settle down more quickly at the outset of their FE experience.

The integrated open-plan nature of many areas of the learning environment particularly in lower school place constraints upon both teachers and pupils that have influenced their behaviour significantly.

The integrated areas have made collaboration between teachers essential. It is now almost second nature to many of our staff, who accept that they teach alongside colleagues and cannot isolate themselves in classrooms.

To offer effective opportunities for learning and minimize the distractions inherent in open-plan, no-corridor environments, much of the work must be highly structured, with clear guidelines to the pupils, and capable of being followed independently with tutorial help and guidance. There are already clear indications that pupils can develop the necessary skills and responsibility and can organize their learning without too much dependence on the teacher.

This is encouraging, not just from the point of view of adaptation to the centre, but because the long-term view of society could suggest that adults will need to continue learning. Nationally we may only be able to finance this by developing "plug-in" tutored courses which imitate the Open University. If such approaches for adults are to be used most fruitfully we need people who are more capable of organizing the development of their own learning than many who leave school now are.

The fact that all the users have not lived together in the centre for a year and that most of the educational groups are still developing leaves room for speculation about the eventual extent and effects of any change in attitudes. There are aspects other than those isolated above. None will work miracles in changing the behaviour of all the young people or adults involved, but if they encourage a realization that community is not divisive but integrative, and an acceptance of reciprocal responsibilities, they cannot but be healthy.

Above, the centre. Below, full-length windows look out on C
House.

SUCCESSFUL CONTRAST

Lynne Gladstone-Millar visits Merchiston Castle School's new art centre

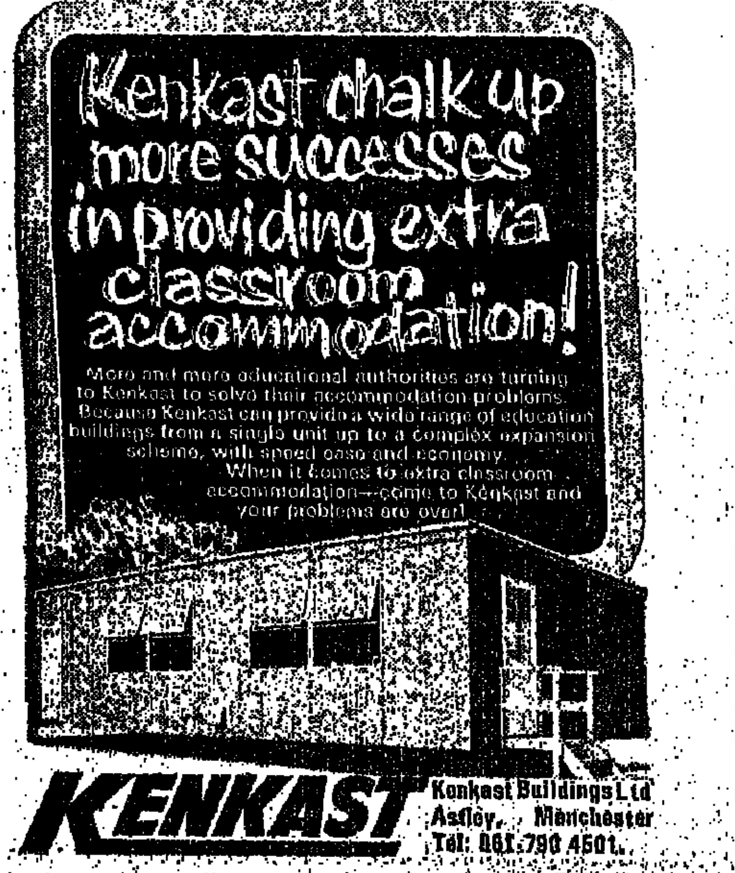
One of the biggest challenges to architects must be designing a new building which is near a traditional one. Can it be accomplished without the new building sticking out like a sore thumb, and without the two architectural styles clashing? Merchiston Castle School, Edinburgh, presented such a question to Michael Laird and Partners, when they were asked to build a new arts centre next to what was originally Colinton House, now part of the school buildings.

The architects have not attempted to copy the ornamentation of Colinton House. Instead, they have produced a building which is low, simple, clean-cut, and virtually all glass, and which settles happily into the surrounding woodlands of the 100-acre estate in which the school is situated. As you approach you see the continuous copper fascia blending with the autumn colours and the trees at the back of the building can be seen through it. It is a bold contrast to Colinton House, but very successful.

Inside, the building is an art master's dream. The entrance hall has ample room to hang many schoolboy works of art. Immediately ahead is the art master's office with a small library equipped for showing slides to those studying art appreciation. This central section is flanked on one side by th plan drawing, painting and ing areas, and on the o carpentry and crafts, and pottery. Huge roof windo ceiling-to-floor glass at th and back of the rectangular ing give you the feeling th are outside. The walls are the beams bright yellow, and of the woodwork black. there is a small courtyard wh is planned to exhibit sculpt design is versatile and and theoretically from h walled office one art could supervise activiti sections.

The opening of the art ce which cost £85,000 to build a other £15,000 to equip, sees the pletion of a large buildin gramme at Merchiston Castle initiated by the present hea D. J. Forbes. This included rary, housemasters' houses tional centre, a music aud and now the arts centre.

"All the boys take an art co Mr Forbes said. "The fir years there is a course of pra art, and the last two years th a course in art appreciation. the new arts centre will enc an interest in the arts to an i ing degree."



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DESIGNING FOR A TECHNOLOGICAL AGE

The Design of Learning Spaces. £3.75. 0 902204 47 5. *Questions to Ask when Designing Primary and Secondary Schools for the Use of Educational Technology.* 75p. 0 902204 52 1. *By Peter Smith. C.E.T. School Building Design and Audio-Visual Resources. NCAVAE.* £1 *plus 10p postage.*

Those of us who use audio-visual resources every day know only too well that some of the most intractable difficulties are concerned with the design of buildings and spaces. Often inadequate design is the result of false economy, false because alterations are invariably expensive. Even where finance is not a deciding factor it is often true that no proper provision is made for educational technology. One reason for this is clearly lack of communication between the architect and the users of the building.

Peter Smith undertook a one-year pilot investigation into the design of learning spaces and his resulting report should be required reading for any teacher or administrator who is involved in the specification of new building.

The report examines inappropriate provision in several schools and attributes much of the blame to poor liaison between client, user and designer. "The brief should be clear, explicit and precise. As a consequence the client (e g, l.e.a.) must know what are the *real* requirements, as opposed to those thought desirable. Analysis must be objective and ruthless, not subjective. Clarity initially will ensure better liaison and cooperation throughout the project—your architect will be dependent on the information you give him." Thus the users (teaching staff) should make very plain to the client exactly what their specific requirements are. If the audio-visual resources and systems are spelled out in this way then the result should be an adequate architectural brief.

Probably of greatest value to the educational technologist is section four which covers the various questions to be asked when designing schools. CET have thoughtfully made this section available as a separate booklet. Although titled and specifically directed at primary and secondary schools, the contents are mostly broadly applicable to other areas of education. The check-list format will prove highly convenient at the design stage and should help to avoid the errors described elsewhere in the report and which are so often encountered in practice.

The third booklet, *School Building Design and Audio-Visual Resources*, has been produced b working party of audiovisual visers and other specialists, a concerned with audio-visual sources in new buildings and redesign of existing buildings. 11 sections it covers provision various teaching/learning strate such as individual learning, group learning, very large gr learning, etc, specialist and n resources areas, and functional vices such as electrical, electr illumination and acoustic facili

The booklet is less technical Peter Smith's report and would ferably be read before making of his admirable check-lists. tainly within 50-odd pages the pilers have packed a wealth of information and presented it clear and straightforward m

Unfortunately the booklet not be as widely used as it de because of a totally inept ap to publishing: the cover c no fewer than 26 words, repeated on the flyleaf, witho closing a citable author; the lisher is referred to obliquel without an address; there date of publication; and ca to say, no Standard Book N None of this matters much one possessing the booklet makes it nearly impossible quately refer to it or trace

Derick

PLAIN BUT PLEASANT

A working paradox. By Anna Sproule.

In the abstract, the South Downs College of Further Education, Havant, sounds a paradox.

It was opened only last year—but the atmosphere already has the mellow, benign calm of a cathedral close. Windows occupy only 15 per cent of the exterior wall space, and are not built to open — but the students work in cool, light spaciousness. Most classrooms are open-ended bays, but the noise level is on a par with that, say, of an expensive department store first thing on Monday morning. Head-high screens and rows of lockers are all that divide one classroom from the next, but an A level test can take place next door to a lively biology lesson without either class noticing the other.

Confronted with these apparent contradictions of fact it is easier, on the whole, to grasp the startling rawness of the college's yellow-brick exterior. Students, however, have no difficulty in accepting the building. "It's a working atmosphere", says a second-year student, searching for the right word to describe the place. "You find you're resolved to work, rather than to run away from it."

Havant's new FE college represents a triumph of design, planning, practical acoustics, and—for the want of a better word—faith. While open-planning is all right for offices and primary schools, it demands an imaginative jump to apply it to a technical college. But, where South Downs was concerned, Hampshire architects' department had to take the jump. Planning for the college dates back to the 1950s, and, given the prospect of secondary reorganization, no one could be quite sure just what form tertiary education in the county was going to take. Flexibility was not only a desirable concept; it was essential.

Concept was turned into reality by erecting a large, square ("deep plan", in architects' terms) building with few fixed interior walls. The few floor-to-ceiling walls are made of hollow panelling that can be fixed with a screwdriver. And the current arrangement is by no means permanent.

"In April," says the college principal, Mr Robert Crosby, "we asked the teaching staff what they wanted to change after the nine months they'd been here. They drew out what they wanted on squared paper; we brought in the architect; and, during the holidays, our caretakers and technicians moved a quarter of the walls in the building. We even produced four extra classrooms out of nothing".

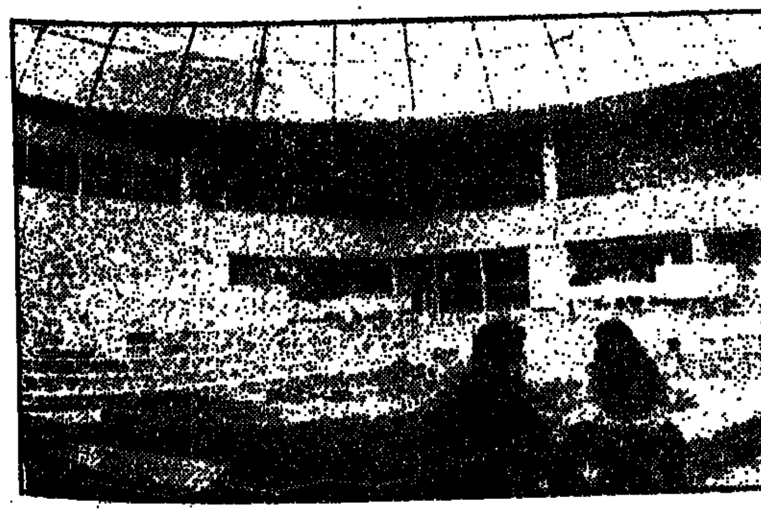
"Classroom," however, is a term of convenience. "Class-space" is more like it. A room-divider, about eight foot high, is all that cuts off a typing class from a group of learner-accountants; nothing but a row of students' lockers divides a modern history class from the main thoroughfare. Students—the college's full-time capacity is 1,600—sit and gossip in odd corners, while a lesson takes place behind them. Barriers have given way to mere demarcation lines.

The benefits, in terms of staff togetherness and communication between subjects, are obvious. "My chemists", says Mr Crosby with satisfaction, "know what my physicists are doing, and the physicists know what the computer people are doing, and the computer people have been looking in on the biology area. That can't be a bad thing."

And no one notices, much less complains of, noise distraction. To begin with, the teachers were shaken by the building's inbuilt quietness. The secret is threefold. There are few solid wall-surfaces for noise to bounce off; the carpeting that runs right through the building deadens footsteps; and the murmur of the air-conditioning does the rest.

The net result is a noise level that matches the college's interior decoration—neutral greys, creamy yellows, lots of pale beechwood, and odd dabs of scarlet, black, maroon. Between them, they produce something that is extremely rare in any institution, however well designed—a positive feeling that it is good to be there.

CAUTIONARY TALE



All ready for planting—Edinburgh's Oroglass-topped quad.

An earth-filled quadrangle, soon to sprout a galaxy of flowers, topped by an Oroglas-constructed dome 90ft in diameter. Not the most conventional of buildings, but these are the most striking features of the latest phase of student centre developments at Edinburgh University.

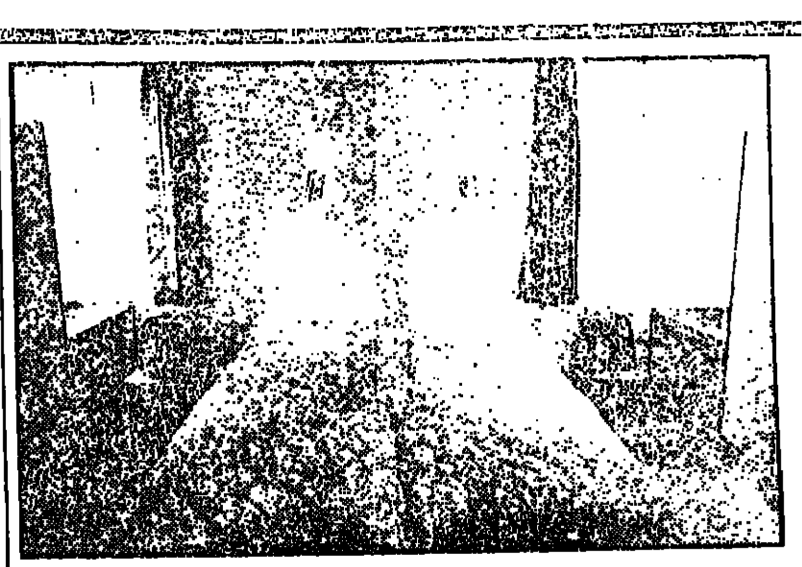
The plan had been to have an assembly hall area underneath the Oroglass dome, but following the Summerland disaster in the Isle of Man, involving the same material, no insurance company would provide cover for the building unless the plans were altered to avoid a concentration of people underneath the hazard. Hence the flowers. This in effect has reduced the whole central area to a massive waste of space. It will now be used only for "circulation" between the various departments.

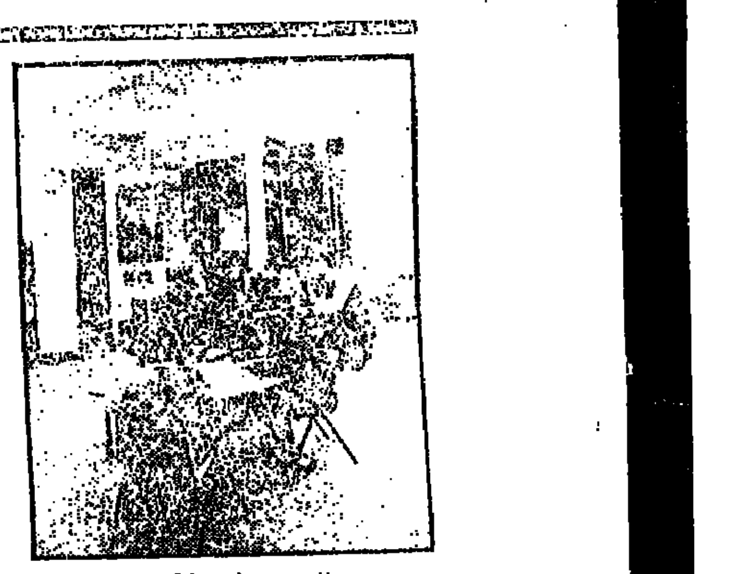
The university, which has established the only chair of fire engineering in Britain (held by Professor David Rasbash), insists that there really is no danger comparable to the Summerland tragedy, where both the walls and roof were constructed of Oroglas. The Edinburgh centre has 30ft-high, concrete walls around the quadrangle and it would take "a malicious and athletic person armed with a blowlamp" to do any damage, a spokesman said earlier this year.

Correction

Two photographs in the School Meals Extra of November 14 and the television programme with which they were associated were wrongly attributed to the BBC. The English series "Over to You" and the photographs are in fact part of an ATV programme. We apologize to both organizations.

A study of children's attitudes and ideas on the use and layout of school grounds, carried out in conjunction with "Watch", the children's environmental club run by the Advisory Centre for Education, has been published by the Planning the School Site Research Project, Manchester Polytechnic. It is available from Councils and Education Press Ltd, 10 Queen Anne Street, London, W1M 9LD, price £1.20 including postage.





Each boarder has his own bedroom area with wardrobe and work table. Right: working in small groups.

SPECIAL SCHOOL IN HERTS

Clever and imaginative teamwork gives maximum help to the deaf. Adeline Hartcup describes the school that was built just in time.

Hertfordshire, distinguished for their postwar school architecture, have been particularly successful in providing special schools for handicapped children. The country's latest school for deaf children, at St Albans, is the result of imaginative teamwork by the county architect, the special schools department and the adviser for special education.

Early in September, 30 children between the ages of four and seven, with five teaching staff and two married house-parents, moved in to Heathlands. At present 12 are weekly boarders, the rest coming in daily. The plan is to increase numbers at half-termly intervals until, in about four years, Heathlands will be a primary school for 90 deaf children, including up to 56 weekly boarders.

The school's architect explained how the building had evolved. Planning started three years ago, on a fine site, close enough to the city centre for school and local community to get involved with each other and to avoid any sense of isolation. An adjacent site is earmarked as an infants' school, which will provide welcome neighbours for the severely deaf children at Heathlands.

As the children will be using hearing-aids, which pick up low frequency noises like traffic, the school was sited away from noise sources with classrooms facing the quietest area. (A main road and a fire station are within 200 yards.)

For maximum sound resistance a heavy structure was chosen, with either cavity walling or solid one-brick (plastered) walls. Continuous elements carry noise, so both heating and water pipes at Heathlands are distributed from the roof, dropping down independently into the classrooms.

Reverberation times have been controlled by using acoustic tiles, and curtains and carpets to absorb sound. To break up the path of the sound, most rooms have at least one sloping surface: this may be part or all of the ceiling, or a wall or window set at an angle. Fortuitously it adds to the visual interest of the room. Lighting has also been carefully considered, as mouthwork is important in teaching deaf children. The school expects to take deaf children with other handicaps, so although it is on a sloping site, ramps instead of stairs are used wherever possible.

The teaching side of the building consists of three basic three-roomed units, each used by 18 children, two teachers and two assistants. A central practical area for water-play, painting and other activities has reassuring recesses and corners, so that small groups of children can feel at home together as they work and play.

Off the practical area are two other spaces. One is a formal teaching room, where eight or nine children can sit in a semi-circle round a teacher; the other is a smaller tutorial room, informally furnished, for a teacher with two or three children.

The nursery unit for the youngest children has a similar practical room, opening on to an outdoor play area and two tutorial rooms. But it has an additional utility room, for milk-bottles, nappies and so on, and lavatories.

The upper school children, nine to 12-year-olds, will have reached the important stage of having been taught how to learn. So they have two classrooms, linked by a "resource room" containing film projectors, film loops, a group hearing-aid and self-help audio-aid equipment.

The audiology clinic, where children are tested by a visiting specialist, has been imaginatively designed. Microphones conduct sound from it to the adjoining technician's room, glass-screened off for one-way viewing.

The fine assembly hall has an acoustic ceiling and a hardwood strip floor on a semi-sprung base, so that the vibrations from high-powered loud-speakers can be felt, through the floor, by the children. The dining-hall alongside can be used as a stage. Acoustic sliding folding-doors separate it from the 120-meal kitchen, so that teaching in the assembly and dining areas is not disturbed by kitchen clatter.

As many children are young and away from home for the first time the residential accommodation is sensitively designed, with responsible staff sleeping near the children. Beds are in open-plan groups, each child having his own small, easily identifiable area, containing bed, wardrobe, work table and pin-up board, as well as a light he can turn on without waking the others. Each set of bedrooms has a playroom with provision for television, piano, books and toys.

The Heathlands site covers 5½ acres, the main building (excluding detached houses for headmistress and caretaker) totalling 2,686 square metres. Flat-roofed and mono pitch construction, with metal-latticed beams, wood-wool slab deck, and asphalt covering, has been used mainly for the teaching areas. The four residential blocks use timber-trussed pitched roofs, with asbestos slates. There are self-contained two-bedroom flatlets and bed-sitters for the staff.

Both Heathlands' headmistress and the staff of the education department are enthusiastic about the school building, and about the county architect's understanding of the difficulties and his attention to details. A visit to the school gives an impression not of luxury but of fitting generosity by an enlightened authority towards their seriously handicapped children. In the light of present costs it is remarkable that, with a contract running for 2½ years at an estimated cost of £348,500, the anticipated final figure will not exceed £402,500. "If we were starting now, we'd never have got this building", the architect said. That is a deeply disquieting thought.

ECONOMY PLAYGROUNDS: DO IT YOURSELF WITH SCRAP

"Playgrounds for Free: the Utilization of Used and Surplus Materials in Playground Construction." By Paul Hogan. MIT Press. £5. 0 262 08078 8.

Paul Hogan's book is based on wide experience. He has been involved in the construction of several hundred playgrounds in Philadelphia and the Commonwealth of Pennsylvania, many in conjunction with the Pennsylvania Department of Community Affairs. He has used these examples, and others from the US and elsewhere to illustrate his subject.

This is a how-to-do-it-yourself book; the emphasis is more on the process than on the end product. This emphasis is a necessity, because of the high level of vandalism in American cities. This can be the insensitive vandalism of officials who want every site completely covered in tarmac from chain-link fence to chain-link fence, or the vandalism of the children themselves:

> *"Seventeen large maple trees (were) donated by Hansen Brothers Nurseries. All but one was soon felled by one kid who had an axe and liked to use it."*

Unless the entire community of adults and children, business and school is involved, the playgrounds do not last more than a few days.

The book gives a series of photographs, hints and working drawings on how to use discarded materials out-of-doors in the same way that teachers' resource centres give ideas for the use of unwanted materials, such as plastic cups and cardboard tubes, inside. Motor tyres, cable reels and railway sleepers are more hefty, but the principle is the same.

There are ideas for such things as telephone-pole totems, tyre swings, domes and dragons, cable reel castles, packing-case tree houses and a railway sleeper maze. This is a good survey by someone who knows, and has lived, his subject.

Nevertheless, this book and other books on adventure playgrounds leave a feeling of unease. There is a contradiction; if there is always an adult hovering in the background, even an adult of the perception and sensitivity of Paul Hogan, then surely a large part of the adventure has gone. The real play goes on when the adults are not present, in places not intended for children.

Children who do not get this sort of play are deprived culturally. The adventure is coming across an abandoned car in the woods, not waiting for a turn to play with one set on hard-core in an adventure playground. Might not the adventure playground, especially if they start building them in schools, be self-defeating? Children will keep away from the piles of adult-arranged junk, preferring the formality of the street.

Paul Hogan is well aware of the problem. One of the most lyrical pieces in the book is about his own experiences, as a child, picking rubbish dumps for interesting trash, before adventure playgrounds were thought of. Adventure playgrounds try hard not to look like playgrounds, but children are not fooled that easily. No self-respecting child will play in a playground given a choice, but there is often no choice, therefore any criticism of the playground-makers seems churlish.

The culprit is, of course, the motor vehicle. Far too many of the 25 million people killed by the car since its invention have been children; a safe place of any kind for children's play is welcome.

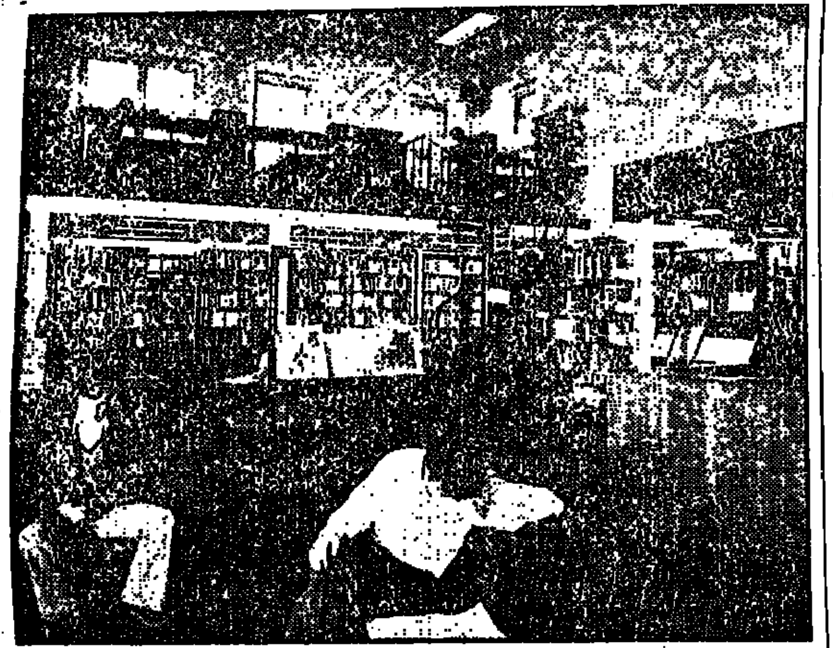
Bryan Screen

ECONOMY MEASURES FOR HARD TIMES

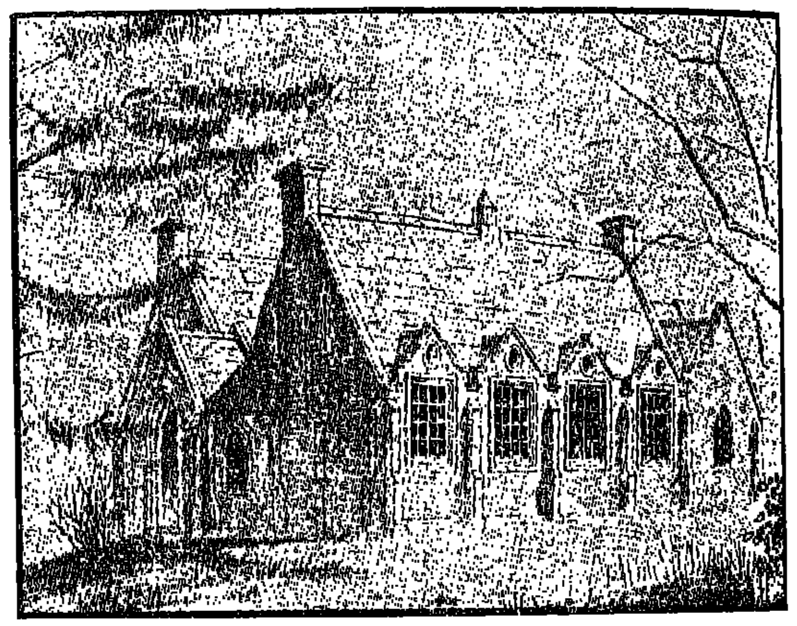
Make-do and share is the order of the day

With the current clamp-down on new building, the adaptation of old schools and colleges is not only sensible, which it often was in the past, but in many cases essential. Some outstandingly successful results are shown on this page. Walbrook College of Commerce, in north London, is an example of what can be done with particularly unpromising premises; the photographs below show how the new library was constructed from the old general purposes hall-assembly/dining room. (ILEA.)

The Welsh Design Study reviewed by Rae Milne describes some sensitive and imaginative adaptations of small rural primary schools; while, below, the headmaster of Felsted School, Essex, tells how the conversion of an old laundry saved £37,000. The last example is of local schools sharing a sports centre with the adult community, a growing development of more than economic interest.



Walbrook College of Commerce, Pitfield Street, N1: after conversion—the new library; before—the old hall-cum-dining room.



Two schools with recent extensions. In the lower drawing a lancet window and gable embellish the added boiler room on the right.

FROM WALES —WITH LOVE

Some country adaptations

Small rural primary schools in Wales. Design Study I. Welsh Education Office, June, 1975.

Design Study I, published by the Welsh Education Office, concentrates on small rural schools (staffed by fewer than four teachers) whose buildings due to age, inadequate spaces or piecemeal alterations, require imaginative adaptation to provide a richer learning environment for children.

Fifteen of these schools have been selected for case-studies and schemes for refurnishing, adapting and extending them are shown. It should be of interest to architects, local authorities and teachers in rural schools who with some justification complain that their particular difficulties are insufficiently realized. It is hoped that any tendency to put the document straight into the cupboard to await a more propitious financial climate can be resisted.

Close cooperation and unity of thinking between designers and practitioners is evident throughout. The school is seen not as a building to contain learning, but rather as a base from which it can flow outwards—to the area immediately beyond it (too often a barren asphalt playground) and farther still, to enterprises stemming from beyond the boundary wall.

The text recognizes the traditionally accepted advantage of the happy family atmosphere of the village school, where "although the buildings are usually small they have been sympathetically dug out by hand into their generally undulating sites, not placed on a shelf cut by machinery and leaving scars that are healed only after a long period of time".

It also recognizes limitations which unavoidably arise from the isolation of these schools, for example, insufficient resources to provide adequately for the small number of children under five in any one catchment area; the difficulty of teachers attending in-service courses; and the distance from advisers, whose fresh ideas would be welcomed by the small staffs.

Although imaginative schemes for rehabilitation might have to await implementation, the detailed layouts should provoke fresh thinking about an all too familiar arrangement of furniture. Is the assertion that "most schools are overfurnished" accepted? Is it true that children "spend more time standing up than sitting down" or that "under fives probably spend 10 times as long on their feet as sitting on chairs and they seldom sit in one place for more than a few minutes at a time?"

The original intention of the small working group of HM Inspectors of schools and architects was to study how best to provide for children of pre-school age in rural schools. In practice the small numbers made it impossible to do this in isolation. Instead we have a document based on case-studies and therefore focusing on real situations rather than imprecise generalizations. One imagines it will be useful to architects whose practical knowledge of schools is necessarily limited. At the same time it should encourage teachers who will appreciate that the planners are fully aware of their difficulties.

Much accepted primary school practice has stemmed from small rural schools. It is hoped that this design study will not be forced, by financial considerations, to remain for too long on the shelf.

Rae Milne

LAUNDRY INTO CRAFT CENTRE

Until the Second World War all the laundry at Felsted was done in a late nineteenth-century building. After the war, shortage of staff made it necessary to send the laundry out and the building was used for different unplanned activities, housing at various times an old printing press, maintenance stores and *ad hoc* equipment for pottery and scenery building.

A legacy from the Howard-Clarke family made it possible to convert this building into a flexible craft centre. The inside was gutted, a new floor was added by raising the centre section of the roof, industrial heating and flooring were installed and the building was made weatherproof.

There is now an area of 420 square metres of well-heated and lit floor space. Partitions have been reduced to a minimum consistent with fire precautions so that the space can be allocated and reallocated to different activities as they grow and contract. So far, the following activities have moved in: scenery building, model-making, pottery, jewelry, boat and car maintenance, cookery (a course for sixth-formers on how to keep well fed in a bedsitter), while electronics, wine-making and go-cart constructing have staked their claims. Basic tools and benches are provided in a central area, while specialist equipment for each activity occupies locked cupboards, or can be drawn from the school workshops nearby.

The conversion cost £29,000 (against an estimate for a new craft centre of the same floor area of £66,000). The architect was Mr Thomas Roberts, of Stanley Bragg Associates, and the contractors were Franklins of Chelmsford.

A. F. Eggleston

SCHOOL USE OF COUNCIL SPORTS COMPLEX

Benefit to both sides at the Michael Sobell Centre, Islington

The Inner London Education Authority's schools programme at the new Michael Sobell Sports Centre in Islington is a good example of the long-standing message from the DES that l.e.a.s should increase their schools sports provision by going outside their own resources.

Like many urban authorities, a lot of ILEA schools lack adequate sports provision. Because space in Inner London is so short, they are often on small sites without the desired play areas. Out of town sports pitches are becoming increasingly unattractive for older pupils.

The ILEA's programme at the Michael Sobell is just over a year old and has been a great success. During school hours more than 6,000 pupils, aged 14-18, use the centre each week, and the scheme is so over-subscribed that a priority list has to be drawn up putting the least well endowed schools at the top.

The programme, which costs the authority £4,500 a year, is drawn up in the summer term for the next academic year. The schools programme is about one third of the centre's total activities, the other users being clubs and the public. (During school hours almost the whole of the centre is devoted to schools.)

The Michael Sobell started off as an independent concern run by the Variety Club of Great Britain who had been given £1m by Michael Sobell and free services of the architect, Richard Seifert. However, after opening two years ago and making heavy losses in the first year the Variety Club decided they could no longer run it themselves. It is now run (still at a loss) by Islington borough council, which subsidizes it to the tune of £200,000 a year.

The programme covers ice-skating, squash, trampolining, weight training, yoga, keep fit, fencing, basketball, badminton, judo, archery and table tennis, with coaches in most of these sports, some of them of national standard. With adult/pupil ratios of 1:12 in fencing and weight training, and 1:20 in basketball and badminton, for example, the children benefit tremendously from the coaches. Ratios of this kind are rarely enjoyed in normal school sports lessons.

As well as describing it as a success in educational and social terms, the Sobell see the schools programme as a "market place" for all these sports and the more adult activities such as rock climbing and mountaineering for later in life. Indeed, one of the most valuable aspects of the programme for pupils is their familiarity with the building and its many activities and the ease with which some of them return on their own after leaving school.

Mark Vaughan

PRIMARY
Scale 2 Posts

continued from page 34

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
[illegible] J.M.I. SCHOOL
Cawdron Way, Hemel Hempstead

Required for January, 1976, TEACHER for Lower Juniors, boys' games and general sports.
Applications to the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
PIXMORE J.M. SCHOOL
Ridge Avenue, Letchworth
SG6 1QU

Experienced TEACHER required from the beginning of Summer Term to be responsible for coordinating first year and liaising with infant school.

This is a well equipped school in which every encouragement is given to staff to pursue professional ideas.

A Scale 2 or 3 post can be offered according to experience and responsibility accepted.

Help with removal expenses and lodging may be offered.

Full details and application form available from the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
DILSHOT INFANTS' SCHOOL
(Group 4)
Ridge Avenue, Letchworth

Experienced Nursery or Nursery/Infant TEACHER required for April, 1976, to open a newly equipped Nursery Unit attached to this school. The teacher appointed will be expected to liaise with parents and the Infant School and to be sensitive to children's basic needs.

Applications to the Headmistress, from whom further details may be obtained. Removal expenses may be paid.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
BURSAR INFANTS' SCHOOL
Bursar Street, Cleethorpes

Required from 15th March, 1976, or summer term —

TEACHER for an ADMISSION CLASS

Music an advantage. Scale 2 post available to suitable applicant.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby DN32 9DU, should be returned to the Head Teacher at the school within 10 days of the appearance of this advertisement.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
IMMINGHAM PELHAM INFANTS' SCHOOL
Pelham Road, Immingham

Required for January, 1976 — Experienced Infant CLASS TEACHER. Scale 2 available for suitable applicant. Social Priority School Allowance.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within 10 days of this advertisement.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BARTON-ON-HUMBER COUNTY INFANT'S SCHOOL
Castledyke, Barton-on-Humber
Headmistress: Mrs. J. C. Richardson

Required for Easter 1976, TEACHER for Infants. A Scale 2 post is available for a suitably experienced applicant. Please state special interests.

Application forms, obtainable from the Divisional Education Office, Civic Centre, Scunthorpe, should be returned to the Headmistress by 10th December, 1975.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
GRANGE LANE INFANTS' SCHOOL
Wyredale Road, Ashby, Scunthorpe
Headmistress: Mrs. J. Goodrum

TEACHER for Infants required for Easter, 1976 Scale 1.

Application forms, obtainable from the Divisional Education Office, Civic Centre, Scunthorpe, should be returned to the Headmistress by 15th December, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full infant and junior age range and are county schools.

Applications for specific posts should be submitted on Form T.1. to the Head Teacher at the address shown unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

DARTFORD DIVISION

KNOCKHALL J.M.I. SCHOOL,
Eynsford Road, Greenhithe, Kent
Experienced TEACHER required to take responsibility for the infant department. School roll 350. Scale 3, plus fringe allowance.
Application forms from Divisional Education Officer (stamped addressed envelope), Essex Road, Dartford.

GRAVESHAM DIVISION

WESTCOURT COUNTY PRIMARY JUNIOR SCHOOL
Hampton Crescent, Gravesend
(Roll 473)
Experienced TEACHER required for Easter, 1976, for this large junior school. Scale 3.
Responsibility for remedial work throughout the school.

MEDWAY DIVISION

CHATHAM
SWINGATE C.P. SCHOOL
Sultan Road, Lordswood
TEACHER required for January 1976 to work with five and six-year-olds. Modern open-plan building, working child-centred integrated pattern of study. Scale 2 post for suitable applicant.
Please apply to the Headmaster.

CHATHAM
TUNBURY C.P. SCHOOL
Tunbury Avenue, Walderslade
TEACHER of Infants required for new open plan unit. Scale 2 post available to suitable applicant taking responsibility for initiating teamwork.
Applications as soon as possible to the Headmistress.

ROCHESTER
ELAINE AVENUE C.P. JUNIOR SCHOOL
Elaine Avenue, Strood
TEACHER required for fourth-year Juniors, if possible from January 1976. Ability to offer Music an advantage but not essential. Scale 2 post available for suitable candidate.

GILLINGHAM DIVISION

FAIRVIEW COUNTY PRIMARY INFANTS SCHOOL
TEACHER required for January 1976. Scale 2 post available for suitable applicant, to be responsible for Music.
Application forms available from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent to whom they should be returned.

BARNSOLE C.P. JUNIOR SCHOOL.
Gillingham
Scale 3 post for HEAD of Fourth-Year Co-ordinator, also to teach an "A" stream class with special responsibility for environmental studies.
Application forms available from Divisional Education Officer, Municipal Buildings, Gillingham, Kent, to whom they should be returned by 5th December 1975.

DEANWOOD C.P. JUNIOR SCHOOL.
Long Catlis Road, Parkwood, Gillingham, Kent.
(Roll: 500)
Required for January or April, 1976 experienced and enthusiastic TEACHERS for the following posts:
(1) CURRICULUM DEVELOPMENT with particular reference to MATHEMATICS and SCIENCE
(2) LANGUAGE DEVELOPMENT and READING throughout the school
Scale 3 posts for suitable applicants.
Further details and application forms available from the Headmaster, to whom they should be returned as soon as possible.

FORGE LANE C.P. INFANTS SCHOOL
Gillingham, Kent
Required in April, ASSISTANT TEACHER—Scale 2 post available to teacher with a special interest in the development of Mathematics throughout the school.
Application forms available from the Headmistress, Forge Lane Infants School, Forge Lane, Gillingham, Kent, to whom they should be returned

THANET DIVISION

RAMSGATE, HOLLICONDANE C.P. SCHOOL
(Roll 410)
ASSISTANT TEACHER required for January, 1976, initially to work with mixed ability class of 3rd year Juniors. Scale 2 post available to experienced applicant who could offer help beyond basic class teaching duties.
Applications stating special interests to Head

MAIDSTONE DIVISION

BOUGHTON MONCHELSEA C.P. SCHOOL
Nr Maidstone
Experienced TEACHER for Middle Infants to co-ordinate work of the Infants Department (Scale 2 available). Modernised rural school.

MAIDSTONE SHEPWAY C.P. JUNIOR BOYS' SCHOOL
Man or woman for 1st year Junior boys in a mixed ability class. Scale 2 available. Music and/or knowledge of visual aids an advantage.

MAIDSTONE SENACRE WOOD C.P. SCHOOL
Maidstone
Experienced TEACHER for Third Year Juniors for Summer Term, 1976. Interest in art or music an advantage. (Scale 2 available).

MALLING HOUSE SCHOOL
Town Hill, West Malling
TEACHER, resident or non-resident, for Easter, 1976 (or January if available), mainly for small group of young children at this school for senior maladjusted girls. Single accommodation is available for a lady teacher. Extraneous duties: 18 hours weekly in term time. Possibility of Scale 2(S) post for suitably qualified and experienced teacher.
Further details and application forms from the Headmaster (West Malling 843918), with whom applicants are invited to arrange visits to the school.

DITTON C.E. (CONTROLLED) JUNIOR SCHOOL.
Maidstone
MASTER for fourth year Juniors (Scale 2), to be responsible for BOYS' GAMES and visual aids or other additional responsibilities.

EAST MALLING BLACKLANDS C.P. JUNIOR SCHOOL
TEACHER (Scale 2 available). Interest in Physical Education and Boys' Games essential. Modern school.

WEST MALLING C.E. (CONTROLLED) PRIMARY SCHOOL.
Near Maidstone
Experienced TEACHER to be responsible for development of MATHEMATICS and SCIENCE in the junior school. Scale 2 available.

SHEPWAY DIVISION

PARK FARM COUNTY PRIMARY SCHOOL
Park Farm Road, Folkestone, Kent
(Present roll 206)
Man or woman for older Juniors. Please state interests.
Scale 2 post.

LEICESTERSHIRE

ASHBY DE LA ZOUCH C.E. (CONTROLLED) INFANT SCHOOL
North Street, Ashby De La Zouch
LE6 5HU
Scale 2

TEACHER for January or April. Responsibility for MUSIC throughout the school. Ability to play the piano an advantage.

HUGH LATIMER PRIMARY SCHOOL
Belper Street, Leicester
Scale 2 post plus S.P.S.

Experienced Junior TEACHER required in February for ENGLISH as a Second Language and REMEDIAL WORK.

IMPERIAL AVENUE INFANT SCHOOL
Imperial Avenue, Leicester
LE3 1AH
(Scale 2)

Infant TEACHER required January or April.

MAYFLOWER JUNIOR SCHOOL
Evington Drive, Leicester
LE5 5PH
(Scale 3)

TEACHER required April for MATHEMATICS

Apply (no forms) with names and addresses of two referees, to the Head from whom further particulars may be obtained.

NEWHAM
(London Borough of)
WEST SILVERTOWN PRIMARY SCHOOL
Evelyn Road, London, E.16
(78 on roll plus 17 full-time and part-time Nursery places)
Required January, 1976.

A Primary TEACHER who is interested in teaching the basic skills to children who have some speech disorder. The post entails working in co-operation with a speech therapist and teachers on the staff. Scale 2 post available for suitable applicant.

Burnham Scales plus London Allowance £351 plus Social Priority Allowance £201 or £276.

Application forms are available from this office and should be returned to the undersigned as soon as possible.

J. B. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

REDBRIDGE
(London Borough of)
The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London allowance payable.

REDBRIDGE JUNIOR SCHOOL
College Gardens, Redbridge, Ilford IG4 5HW
Scale 3. Required January or Easter, an enthusiastic class TEACHER to be responsible for PHYSICAL EDUCATION and BOYS' GAMES. The school has its own playing field and indoor learner swimming pool.

An imaginative class TEACHER to be responsible for the development of SCIENCE and/or ENVIRONMENTAL STUDIES.

Visits to the school welcomed (01-550 3019).

Application forms available from and returnable to T. E. Fordham, B.A., Chief Education Officer, Education Office, P.O. Box No. 11, 255-259 High Road, Ilford, Essex IG1 1NN, by December 5, 1975.

RICHMOND-UPON-THAMES
(London Borough of)

TRAFALGAR J.M. SCHOOL
Elmsleigh Road, Twickenham
TW2 [illegible]

Required from January, 1976, ASSISTANT TEACHER for GENERAL SUBJECTS and the responsibility for all aspects of BOYS' PHYSICAL EDUCATION

Scale 2 post available for suitable applicant

Forms from D. Naismith, Director of Education, Education Department, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster of the school by December 1.

SUFFOLK
COUNTY COUNCIL
BROOKLANDS COUNTY PRIMARY SCHOOL
Brantham, near Manningtree, Essex
(Roll 252)
Headmaster: C. T. Moss
Required Easter 1976 ASSISTANT TEACHER for older Juniors with responsibility for MUSIC throughout Junior Department. Applicants should be familiar with modern approach to subject including music workshop. Scale 2 for suitable candidate.
Forms and details from Headmaster. Closing date 31st December.

SUFFOLK
COUNTY COUNCIL
BROOKLANDS COUNTY PRIMARY SCHOOL
Brantham, near Manningtree, Essex
(Roll 252)
Headmaster: C. T. Moss
Required from Easter 1976 TEACHER in charge of Area Special Diagnostic Unit for Infants. Scale 1 plus special class allowance.
Experience with diagnostic and remedial work with young children is essential.
Forms and details from Headmaster. Closing date 31st December.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January, 1976 —
WODEN JUNIOR SCHOOL
Scale 2 Post
Responsibility for PHYSICAL EDUCATION and GAMES and co-ordination of Outdoor Pursuits
Applications by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement to Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB.

Remedial Posts

CAMBRIDGESHIRE
HUNTINGDON AREA
THONGSLEY COUNTY INFANTS
Buttsgrove Way, Huntingdon
REMEDIAL TEACHER, Scale 2
Applications are invited from suitably qualified and experienced TEACHERS for the above post, as soon as possible. Applicants should have a sympathy for the needs of disturbed and deprived children and an understanding of the discriminatory skills necessary for the successful teaching of basic skills in the Infant School.
Assistance is given with removal expenses.
Application forms and further information available from the Headmistress at the school on receipt of a stamped addressed envelope.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BRUMBY JUNIOR SCHOOL
Queensway, Scunthorpe
Headmaster: S. L. R. Atkinson
Experienced TEACHER required for Easter, 1976, to be responsible for teaching a class of slow-learners to advise on Remedial Teaching throughout the school. Scale 3 post for suitably qualified and experienced candidate.
Application forms, obtainable from the Divisional Education Office, Civic Centre, Scunthorpe, should be returned to the Headmaster.

Scale 1 Posts

AVON COUNTY
DOWNEND INFANTS' SCHOOL
Stanbridge Road, Downend, Bristol BS16 6AL
Required as soon as possible experienced ASSISTANT TEACHER for Infants—part family class grouped. Scale 1 post.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ST. VINCENT'S R.C. LOWER SCHOOL
Hammersmith Gardens, Houghton Regis, Dunstable
LU5 5RG
Headmaster: Mr W. G. Thomas
Required for January or April, 1976. Reception class TEACHER for open plan situation in new school. Scale 1.
The Authority has a scheme for teachers moving into the county to assist with removal expenses.
Application forms obtainable from the Headmaster.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
SAINTS COUNTY MIDDLE SCHOOL,
Bletchley
(Approximately 555 pupils in age range eight to 12)
Required for January, 1976, a class TEACHER for the eight to nine year age range. Interest in cooperative forms of teaching would be an advantage. Scale 1 post. Bletchley is situated in the designated area of the new city of Milton Keynes.
The Development Corporation is making a limited number of houses available, for which the successful applicant can be considered. Subject to the County Council's regulations, removal expenses up to £158 and board and lodging allowances will be payable.
Application forms are obtainable from Mr. R. G. Roberts, Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY. (Please enclose a stamped addressed foolscap envelope.)

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
(1) WATER HALL COUNTY FIRST SCHOOL
Bletchley
(Approximately 350 pupils on roll)
Required for the spring term only, class TEACHER to cover for secondment of the permanent member of staff. Scale 1 post.
(2) PORTFIELDS COUNTY COMBINED SCHOOL
Newport Pagnell
Class TEACHER required for January, 1976, first school age range. Portfields School is due to open at Easter, 1976, and the person appointed will be expected to teach at Cedars County First School until Portfields opens.
Bletchley is situated in the designated area of the new city of Milton Keynes, whilst Newport Pagnell is situated just outside the designated area. Subject to the county council's regulations, removal expenses up to £158 and board and lodging allowances will be payable.
Application forms obtainable from Mr. R. G. Roberts, Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY. (Please enclose a stamped addressed foolscap envelope.)

CUMBRIA
EDUCATION COMMITTEE
STAVELEY C. OF E. PRIMARY SCHOOL
Kendal
(Controlled: four to 11 mixed: Roll 121)
Required as soon as possible, a Junior TEACHER.
Application forms and further details obtainable from and returnable to C. D. Bishop, Assistant Director of Education, John Whinnerah Institute, Barrow-in-Furness, by 5 December 1975.

DEVON
BARNE BARTON PRIMARY SCHOOL
Poole Park Road, St Budeaux, Plymouth
Required for a January or April appointment, a TEACHER for the first year Juniors. Experienced teacher preferred. Special interest in Mathematics or English required. Ability to play the piano desirable. Scale 1.
Applications for a temporary appointment for the spring term only are invited.
Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

DORSET
WINTON JUNIOR SCHOOL
Oswald Road, Bournemouth
(370 on roll)
Required January, 1976 TEACHER for GENERAL SUBJECTS. Assistance with removal and legal expenses.
Application forms from Headmaster on receipt of stamped addressed envelope.

EAST SUSSEX
COUNTY COUNCIL
ST. PAUL'S C.E. PRIMARY SCHOOL (Group [illegible])
[illegible] Road, St. Leonards-on-Sea
Headmaster, Mr. D. Norcross, M.Ed., L.C.P.
(Re-advertisement)
Required from the beginning of the Summer Term 1976, ASSISTANT MISTRESS for Reception Infants. Possibility of a Scale 2 post for a suitably qualified applicant.
Application forms from the Area Education Officer, 20, Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 8th December, 1975.

HEREFORD AND WORCESTER
COUNTY COUNCIL
SCALE 1 POSTS
DROITWICH, BOYCOTT FARM FIRST (5 TO 9) SCHOOL
Boycott Farm Estate,
Droitwich, Worcs. WR9 0DR

ASSISTANT MASTER/MISTRESS (Scale 1), required for January, 1976 to work with seven to eight-year-olds in a cooperative teaching unit.
Application forms available from and returnable to the Head teacher on receipt of an stamped addressed envelope (foolscap).

HEREFORD AND WORCESTER
COUNTY COUNCIL
MALVERN LINK C.E. PRIMARY
Cromwell Road, Malvern, Worcs
WR14 1NA

ASSISTANT MASTER for third-year JUNIORS required to teach GENERAL SUBJECTS and the whole of the Junior PHYSICAL EDUCATION and GAMES.
Application forms available from and returnable to the Head Teacher at the school on receipt of a stamped addressed envelope (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
SACRED HEART JUNIOR MIXED AND INFANT SCHOOL
Broadmeads, Ware

TEACHER required for January to share Infant work in this modified open-plan school.
Application forms from the Headmaster (telephone: Ware [illegible]).

HERTFORDSHIRE
OAKMERE JUNIOR MIXED SCHOOL
Chace Avenue, Potters Bar
Hertfordshire
Number on Roll 278
Required for Summer Term, 1976, experienced TEACHER for second year Junior class.
A Scale 2 post is available for candidate willing to take extra responsibility.
Forms available from the Divisional Education Officer, 9 Guessens Road, Welwyn Garden City, to be returned to the above address by December 12, 1975.

ISLE OF MAN
BOARD OF EDUCATION
ST MARY'S R.C. (AIDED) SCHOOL
Douglas, I. of M.
Required for January, 1976, or as soon as possible thereafter, ASSISTANT TEACHER for Juniors (number on Roll 309).
Salary, Burnham Scale 1.
Forms of application may be obtained from the Director of Education, Government Offices, Bucks Road, Douglas, I. of M., to whom completed forms should be returned by Tuesday, 2nd December, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full infant and junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

GRAVESHAM DIVISION

CECIL ROAD C.P. INFANTS' SCHOOL
Cecil Road, Gravesend
(Roll 180)
TEACHER required for January, 1976, Scale 2 post available for suitably qualified applicant.

CECIL ROAD C.P. INFANTS' SCHOOL
Cecil Road, Gravesend
(Roll 180)
TEACHER required for January, 1976. Applicants must have Nursery training or experience. Scale 1 post.

MEDWAY DIVISION

CHATHAM, GLENCOE C.P. INFANTS SCHOOL
Glencoe Road
TEACHER required from January, 1976. Social Priority Schools allowance payable.

CHATHAM, NEW ROAD C.P. SCHOOL
Bryant Street
TEACHER required for Top Infants/First Year Juniors on a full-time temporary basis for the Spring Term 1976 initially. Social Priority Schools allowance payable.

CHATHAM, OAKLANDS C.P. INFANTS' SCHOOL
Weedswood Road
TEACHER required January or April, 1976. Please state special interests.
Application forms to be submitted to the Headmistress.

GILLINGHAM DIVISION

BARNSOLE C.P. JUNIOR SCHOOL
(Group 7)
Second MISTRESS required to take up duty as soon as possible.
Closing date: 5th December 1975.
Application forms and further details available from Divisional Education Officer, Municipal Buildings, Gillingham, Kent.

FAIR VIEW C.P. INFANTS' SCHOOL
Required for January Nursery-trained TEACHER. Modern school in attractive surroundings.
Application forms available from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent, to whom they should be returned

SWALE DIVISION

FAVERSHAM
DAVINGTON COUNTY PRIMARY SCHOOL.
TEACHER required for Juniors, preferably with some experience.
Previous applicants please send postcard to the school if still wishing to be considered.
TEACHER required for January 1976 for Infants.
Application forms for both posts from: The Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, Kent.

SEVENOAKS DIVISION

NEW ASH GREEN C.P. JUNIOR SCHOOL
New Ash Green, Dartford, Kent
ASSISTANT TEACHER required for January 1976 for two terms in the first instance. Possibility of permanent post. Ability to take Boys' Games necessary.
Please apply to the Headmaster enclosing a stamped addressed envelope

CROCKENHILL C.P. SCHOOL
The Green, Crockenhill
Swanley BR8 8JG
ASSISTANT MISTRESS for Infants required for January, 1976. Ability to teach music an advantage. College leavers may apply.
Please apply to the Headmaster enclosing a stamped addressed envelope.

OUR LADY OF HARTLEY R.C. PRIMARY SCHOOL.
Stack Lane, Hartley, Kent
Roman Catholic TEACHER holding teachers' Religious Certificate, required five mornings per week for small Reception Class.
Please apply to the Headmistress at the school.

MAIDSTONE DIVISION

HUNTON C.E. (AIDED) PRIMARY SCHOOL.
Near Maidstone
TEACHER for Reception First Year Infants class of 20 children presently family grouped. Interest in music an advantage. Vacancy due to promotion. Modern premises.
Application forms returnable to Mr. M. Owen, The Old School House, Hunton, near Maidstone.

BLACKLANDS C.P. JUNIOR SCHOOL
East Malling
MAN for Upper Juniors. Modern school.

ASHFORD DIVISION

APPLEDORE C.E.
Experienced TEACHER required for Infant Class for Spring and Summer Terms, 1976.

LEICESTERSHIRE

THE MEADOW PRIMARY SCHOOL
Meadow Way, Wigston Magna, Leics

Reception TEACHER required January or April

Apply (no forms) with names and addresses of two referees, to the Head from whom further particulars may be obtained.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRIMARY TEACHING APPOINTMENTS

SCALE POSTS

LISTER STREET JUNIOR SCHOOL, Lister Street, Hartlepool, Cleveland
SCALE 2 POST. Required for January, 1976, or as soon as possible, a suitably qualified and experienced enthusiastic teacher to be responsible for MUSIC throughout the school. An ability to assist in remedial work would be an advantage.

WHINNEY BANKS JUNIOR SCHOOL, Fakenham Avenue, Middlesbrough, Cleveland TS5 4QQ
SCALE 2 POST. Required for Easter, 1976, or earlier if possible, a suitably qualified and experienced teacher to be responsible for the development of Science and Environmental Studies throughout the school.

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education training, qualifications and experience, together with the names and addresses of three referees. Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

Liverpool

Primary Schools

Applications are invited for the following post with duties to commence January, 1976, or as soon as possible.

Readvertisement

ASSISTANT

Scale 1 or 2 for suitable applicant

Stocktonwood C.P. Infants and Nursery School (S.P. School), Stocktonwood Road, Liverpool L24 3TU.

TEACHER

For Nursery Class. Previous applicants will be automatically considered.

APPLICATION FORMS (STAFFING FORM T.S.) ARE OBTAINABLE FROM THE DIRECTOR OF EDUCATION, 14 SIR THOMAS STREET, LIVERPOOL L1 6BJ ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE AND SHOULD BE RETURNED TO THE HEAD OF THE SCHOOL AS SOON AS POSSIBLE.

Ap III Cc 156

PRIMARY
Scale 1 Posts
continued

LINCOLNSHIRE

PRIMARY SCHOOL VACANCIES

LONG BENNINGTON C.E.
(Controlled)
(Roll [illegible])

TEACHER for lower juniors with responsibility for boys' games. Interest in swimming an advantage.

Application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincolnshire (stamped addressed foolscap envelope).

MORTON COUNTY PRIMARY SCHOOL
ASSISTANT TEACHER
Burnham Scale 1, £2,253-£3,744
Number on roll 192

ASSISTANT TEACHER for Lower Middle Juniors. Responsibility for boys' games, and an interest in rural studies or art and craft desirable.

Application forms available from the Headmistress at the school, Morton, Gainsborough, Lincolnshire on receipt of stamped addressed *envelope*.

HARTSHOLME FIRST SCHOOL
DEPUTY HEAD
Burnham Group 4, £3,560-£4,556
Number on roll 140

Experienced qualified TEACHER with progressive outlook and used to working an integrated programme *with children between 5 to 8 plus years*. Ability to play the piano an advantage but not essential. To be appointed as soon as possible after January, 1976.

Application forms available from the Headmistress at the school, Carrington Drive, Lincoln, on receipt of stamped addressed envelope.

BRACEBRIDGE HEATH COUNTY PRIMARY SCHOOL
ASSISTANT TEACHER
Burnham Scale 1 or 2, £2,253-£4,212
Number on roll 345

Experienced TEACHER (January, 1976) for Second Year Juniors. Possibility of Scale 2 for person able to undertake responsibility for music.

Application forms available from the Headmaster at the School, Grantham Road, Bracebridge Heath, Lincoln, on receipt of stamped addressed envelope.

LING MOOR COUNTY PRIMARY SCHOOL
ASSISTANT TEACHER
Burnham Scale 1 or 2, £2,253-£4,212
Number on roll 383

Experienced qualified TEACHER required for upper juniors from January, 1976, or as soon after as possible. A special interest in Rural Science/Visual Aids Resources would be useful. Possibility of Scale 2.

Application forms available from the Headmaster at the School, Richmond Drive, North Hykeham, Lincoln, on receipt of stamped addressed envelope.

NORTH YORKSHIRE
(County of)

Applications are invited from suitably experienced TEACHERS for the following posts

HARROGATE, WOODFIELD COUNTY JUNIOR SCHOOL.
Required for April 1976, a TEACHER for lower juniors. Scale 2 allowance available for assistance with planning and coordination of Mathematics.

KNARESBOROUGH, MEADOWSIDE COUNTY SCHOOL.
Required for January 1976, if possible, TWO TEACHERS for Juniors. Scale 2 allowance could be available for suitable applicant.

Application forms (stamped addressed envelope please) available from Area Education Officer, 50 Raven Road, Harrogate HG1 5ER, to whom they should be returned within 14 days of this advertisement.

KINGSWAY COUNTY JUNIOR SCHOOL.
York
Required for January 1976, Scale 1 TEACHER for Lower Juniors, able to work within an integrated curriculum.

POPPLETON ROAD JUNIOR SCHOOL.
York
Required for January 1976, TEACHER for third year class with an interest in Games. Scale 1.

Application forms (stamped addressed envelope please) from the Area Education Officer, Dept. A, 50 Piccadilly, York YO1 1PW, to whom they should be returned within 10 days and 12 days respectively of the appearance of this advertisement.

OXFORDSHIRE
CAVERSHAM PARK SCHOOL.
(Roll 300)
Queensway, Caversham Park, Reading RG4 0RP

Required for January 1976 experienced, Infant trained TEACHER to work in a co-operative learning situation.

Application forms can be obtained from and should be returned to the headteacher at the school. Assistance towards legal and removal expenses up to £500 in appropriate cases. (Stamped addressed envelope please.)

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for 1st January 1976, or such later date as may be agreed

GLASBURY V.P. (A) SCHOOL
Hereford

Ref. 181/5/5 a suitably qualified TEACHER for lower juniors, with ability to play the piano.

Application forms, and further particulars (stamped addressed envelope), obtainable from the undersigned, to whom completed forms should be returned by 5th December, 1975.

Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

WEST GLAMORGAN County Council

EDUCATION COMMITTEE

PRIMARY EDUCATION

Applications are invited from suitably qualified teachers for the following vacancies in the authority's service to commence duty on the 1st January, 1976, or as soon as possible thereafter. All posts are scale 1 unless otherwise stated.

NURSERY

MAESYFFYNON NURSERY (42 on roll), Wellfield Avenue, Neath
(Ref. ONMAE/6.23.75)

SPECIAL EDUCATION

Assistant Teachers for Slow Learning and Observation Classes are required in the following primary schools: candidates should hold a qualification or diploma in special education.

GLYN PRIMARY (MIXED) (137 on roll),
Lower Brynamman, near Ammanford
Slow Learning Class. (Ref. 4P16/7.23.75)

YNYSMAERDY PRIMARY (MIXED),
Briton Ferry, Neath
Slow Learning Class. (Ref. 5P12/8.23.75)

TYWYN INFANTS (MIXED),
Victoria Road, Port Ta'bot
Observation Class. (Ref. 6P7/9.23.75)

GORSEINON JUNIOR (MIXED),
Pontarddulais Road, Gorseinon
Slow Learning Class. (Ref. 3P23/10.23.75)

***DANYGRAIG INFANTS' SCHOOL (MIXED),**
Ysgol Street, Danygraig
Observation Class. (Ref. 2P26/11.23.75)

DANYGRAIG JUNIOR (MIXED),
Ysgol Street, Danygraig
Slow Learning Class. (Ref. 2P26/12.23.75)

PLASMARL JUNIOR (MIXED),
Britannia Road, Plasmarl
Slow Learning Class. (Ref. 2P27/13.23.75)

POWYS AVENUE JUNIOR (MIXED),
Townhill
Slow Learning Class. (Ref. 2P30/14.23.75).

Application forms and further details of specific posts are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post references.

N.B.: An asterisk before the school name indicates a Social Priority School.

Completed forms must be returned by Friday, 5th *December, 1975.*

JOHN BEALE, Director of Education, Education Department, Princess House, Princess Way, Swansea.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for 1st January 1976, or such later date as may be agreed

CHURCHSTOKE C.P. SCHOOL

Ref. 185/5/5. An Infant trained or experienced TEACHER—PIANO desirable. Scale 1 post.

Application forms (stamped addressed envelope) obtainable from the undersigned, to whom completed forms should be returned by 5th December, 1975.

Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
THRYBERGH JUNIOR AND INFANT SCHOOL.
Required for April, 1976, or earlier if possible.—
TEACHER, Scale 1
Infant TEACHER. An interest in recorder work desirable but not essential.

Closing date 8th December, 1975.
BRAMPTON COLLINGWOOD INFANT SCHOOL
Required for April, 1976, or earlier if possible.—
TEACHER Scale 1
With nursery experience
Closing date, 8th December, 1975

Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Telephone Rotherham 2121 Ext. 3567.

B. W. Ellis, Director of Personnel Resources

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. WILLIAM OF YORK R.C. INFANT SCHOOL
Edge Lane, Crosby, Liverpool, L23 4TG

Required: ASSISTANT TEACHER Nursery Trained, preferably experienced, for nursery unit opening in January, 1976. Candidates qualifying in January and September, 1976, will be considered.

Closing date: 1st December, 1975

Application forms and further details are available from the Headmistress of the School, to be returned to Father L. Rotherham, St. William of York R.C. Presbytery, Edge Lane, Crosby, L23 4TG.

WEST SUSSEX
NORTH EASTERN AREA
BURLEIGH C.P. SCHOOL
Crawley Down, Crawley, Sussex
Scale 1. TEACHER required for Open Plan school. (First) Age Group 5-8

Removal and resettlement expenses in approved cases.

Particulars and application forms from the Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex, on receipt of foolscap stamped addressed envelope.

WEST SUSSEX
MID-SUSSEX AREA
Grants towards removal and resettlement expenses payable in approved cases.

MANORFIELD C.P. SCHOOL,
Junction Road, Burgess Hill, Sussex RH15 0PZ
(Number on roll 670)
Temporary teaching post available from January, 1976, for a person of initiative with good all round primary school experience or potential.

The successful candidate will have demonstrated teaching competency, organising ability and will be *appointed initially on a termly basis.*

Application form from Headmaster on receipt of stamped addressed envelope.

WILTSHIRE

CHIPPENHAM, IVY LANE
JUNIOR SCHOOL
Chippenham, Wiltshire
SN15 1HE
Number on Roll : 320

Experienced Infant TEACHER required for a Reception Class, from February 24, 1976. This is a temporary post until the end of the academic year.

Application forms and further details from the Headmaster

COMELDON COUNTY J. AND I. SCHOOL.
Winterbourne Gunner
Salisbury
Estimated number on roll at January 1, 1976 : 118

Experienced TEACHER for Lower Infants

Application forms are available from the Headmistress
Closing date for completed applications December 5, 1975.

WILTSHIRE

CLYFFE PYPARD C.E. (VOLUNTARY CONTROLLED) PRIMARY SCHOOL
(near Wootton Bassett)
Number on Roll : 56

Required for January, 1976, or as soon as possible thereafter, ASSISTANT TEACHER (Scale 1) for Infants. Experienced teacher preferred

Application form and further details from The Headmaster, Clyffe Pypard C.E. Primary School, Swindon, Wiltshire.

Closing date, December 5, 1975.

Middle School Education

Headships

BRADFORD (City of)
METROPOLITAN COUNCIL
BOYD MOUNT MIDDLE SCHOOL.
Required for April, 1976, a HEADTEACHER for this new, purpose-built two-form entry Middle School, which under the 1975 Burnham Agreement is classified as Group 6.

It will open in September, 1976, with five classes in the 9-12 age range, and is expected to reach its full complement of 280 pupils in the 9-13 age range in 1979.

It occupies a pleasant site, with an open aspect, in the north-west sector of the city, and will provide places for pupils from private and Council housing estates.

Application forms and further details may be obtained from the Principal Staffing and Training Officer, Directorate of Educational Services, 31-33 Piccadilly, Bradford, BD1 3TA, to whom completed forms should be returned by 5th December, 1975. [illegible]

DEVON
TOPSHAM MIDDLE SCHOOL
Exeter
(Roll: 136)

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER of this Group 4 School catering for pupils age eight to 12 years. It is hoped that the successful applicant will be an enthusiast *with a clear understanding* of the educational needs of children within this age group.

Salary £4,704 to £5,118 per annum.

The successful applicant will be expected to take up the appointment on 27th April, 1976.

Application forms and further particulars (stamped addressed envelope please) from Area Education Officer, East Devon Area Office, "Morwenstow", 7 Barnfield Crescent, Exeter EX1 1SU, returnable by 1st December, 1975.

DONCASTER
EDUCATION COMMITTEE

SCAWSBY ROSEDALE MIDDLE SCHOOL
Scawsby, Doncaster
(new school)

HEAD TEACHER Group 4

Applications are invited for the post of HEAD of this new school which will open in September 1976.

Salary range £4,704 to £5,118.

Further details and application forms available from The Director of Education, Education Department, Princegate, Doncaster to whom they should be returned as soon as possible. Closing date 12th December, 1975.

EALING
(London Borough)
EDUCATION SERVICE
CHRIST CHURCH C. OF E. MIDDLE SCHOOL
(Eight to 12 years)
New Broadway, Ealing, W.5
(Roll : 276)
Group 5 salary scale, £5,144 to £5,808.

HEAD TEACHER required for Summer Term, 1976.

There is a close partnership between the school and the Church of Christ the Saviour. Weekly Mass during term. The school has a good academic record and discipline is excellent.

Application forms (stamped addressed envelope) from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned within 14 days to the Chairman of the Managers, The Reverend A. P. Corin, The Clergy House, The Grove, Ealing, W.5.

In appropriate cases, subject to conditions assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

London Weighting, £351.

Deputy Headships Senior Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BROOKLANDS SCHOOL.
Brooklands Drive, Leighton Buzzard
Headmaster : Mr. J. Lennon, M.A.

Applications are invited for the post of SECOND MISTRESS to commence duties at the beginning of the Summer Term, 1976. The School is in the process of developing as a Middle School and the successful candidate will be expected to play a full part in the reorganisation as well as being responsible for the pastoral care of girls.

The Authority has a scheme for teachers moving into the county to assist with removal expenses.

Application forms and further particulars obtainable from the Headmaster.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
ST. ANNE'S R.C. JUNIOR HIGH SCHOOL.
Nidderdale, Sutton Park
Kingston upon Hull
Head : C. A. Mulligan, B.A.

Required for January, 1976, if possible, or for Easter 1976, a DEPUTY HEAD TEACHER (Group 5). This is a voluntary aided school, opened in September, 1975, which will ultimately cater for 280 children in the nine to 13 age range. The school is situated in an expanding part of the city.

Application forms are available from the Head and completed forms should be returned to the Rev. O. Plunkett, 18 Wilton Street, Kingston upon Hull HU8 7LG, not later than 28th November, 1975.

SHEFFIELD
EDUCATION COMMITTEE
ROE WOOD MIDDLE SCHOOL.
Required for April, 1976, a DEPUTY HEAD TEACHER for this Group 4 School.

Salary Scale : £3,560-£4,556.

Application forms are obtainable from the Chief Education Officer, P.O. Box 67, Leopold Street, Sheffield, S1 1RJ, to whom they should be returned as soon as possible.

By Subject Classification

Domestic Subjects

Scale 1 Posts

MERTON
(London Borough of)
EDUCATION COMMITTEE
Part-time HOME ECONOMICS TEACHERS required January, 1976, in the following mixed Middle Schools for pupils aged nine to 13 years.
PRIORY C.E. MIDDLE SCHOOL
Queen's Road, SW19 8LX
Tel No.: 01-540 [illegible]
Headmaster: Mr. N. A. Start
STANFORD MIDDLE SCHOOL
Greenwood Road, Mitcham, CR4 1PF
Tel. No.: 01-764 [illegible]
Headmaster: Mr. R. Humphrey

Application forms available from the Headmasters of the schools to whom they should be returned as soon as possible.

English

Scale 1 Posts

WEST SUSSEX
(WESTERN AREA)
MIDHURST INTERMEDIATE SCHOOL
Wheelbarrow Castle, Midhurst, Sussex. GU29 9AG
TEACHER required January to take responsibility for within first year team. Ability to teach all aspects of ENGLISH essential together with willingness to teach cooperatively and sound knowledge and experience of Primary Education.

Removal and resettlement expenses payable in approved cases.

Apply to the Headmaster at the school

Humanities

Heads of Department

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
FOREST HALL MIDDLE SCHOOL
Ivy Road, Forest Hall
Newcastle upon Tyne NE12 9AP
Head Teacher : Mr. T. Carr
Required for Easter, 1976, or earlier if possible.
HEAD of HUMANITIES, Scale 4. Responsible for coordinating programme of integrated ENGLISH HISTORY, GEOGRAPHY. Interest in DRAMA an advantage.

Application forms are available on receipt of stamped addressed envelope from the Director of Education, The Chase, North Shields, and should be returned to the Head Teacher within two weeks of the appearance of this advertisement.

Mathematics

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BROOKLANDS SCHOOL
Brooklands Drive, Leighton Buzzard
Headmaster : Mr. J. Lennon, M.A.
Required for April, 1976, or earlier, HEAD of MATHEMATICS (Scale 3) to take charge of subject throughout the school up to C.S.E. and G.C.E. "O" level. S.M.P. essential. School developing over next few years as Middle School (9-13).

The authority has a scheme for teachers moving into the county to assist with removal expenses.

Application forms and further particulars obtainable from the Headmaster.

Other Posts on Scale 2 and above

DUDLEY
METROPOLITAN BOROUGH

GLYNNE MIDDLE SCHOOL
Cot Lane, Kingswinford
(8-12 : 360 on roll)

Required for Easter, 1976, TEACHER with ability and interest in MATHEMATICS, prepared to make an all-round contribution to the school (Scale 1/2).

Application forms from and returnable to J. Buck, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands, DY1 3JJ.

Modern Languages

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEIGHTON MIDDLE SCHOOL
Church Square, Leighton Buzzard, Beds.
Headmaster: Mr. P. C. Jenkinson, B.A.

Required for April, 1976, a suitably qualified and experienced TEACHER of FRENCH to take responsibility for the subject throughout the school, scale 2. There are 290 on roll aged 11 to 13 years, but will eventually cater for the 9 to *13 age range.*

Application forms obtainable from and returnable to the Headmaster by 4th December, 1975.

HEREFORD AND WORCESTER
COUNTY COUNCIL
KIDDERMINSTER, FRANCHE MIDDLE SCHOOL
Chestnut Grove, Kidderminster, Worcs DY11 5QB

Required for January, 1976, or as soon as possible thereafter, FRENCH SPECIALIST. Scale 2. Experience of "En Avant" essential.

Application forms available from and returnable to the Headmistress on receipt of a stamped addressed envelope (foolscap).

Scale 1 Posts

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
RYELANDS MIDDLE SCHOOL
Prestbury Road, Duston
Northampton

Required for January, 1976, or as soon after as possible, a MASTER or MISTRESS to teach FRENCH to pupils of 11 to 13 years in this purpose built Middle School. The subject is taught to pupils arranged mainly in ability groups following the En Avant course and using a wide range of audio-visual equipment. The teacher appointed will be responsible to the Master in charge of the subject.

Application forms from the Headmaster (stamped addressed envelope please) at the school to whom they should be returned as soon as possible

Music

Other Posts on Scale 2 and above

DUDLEY
METROPOLITAN BOROUGH
QUEEN VICTORIA MIDDLE SCHOOL.
Bilston Street, Sedgley
(8-12 : 330 on roll)

Required for January, 1976, TEACHER to be responsible for MUSIC throughout the school (Scale 2). Experience of younger middle school children preferred.

Application forms from and returnable to J. Buck, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands, DY1 3JJ.

Bedfordshire northern area

BURGOYNE MIDDLE SCHOOL (Group 6)

POTTON

Headmistress : Miss M. C. Gardner, B.A.

This new purpose-built Middle School for pupils aged 9 to 13 years, which is located within easy reach of Bedford and Cambridge, will open in September, 1976, with an initial comprehensive intake of 160 boys and girls aged 10 plus and 11 plus. It is expected to develop progressively to provide for 600 pupils.

Required for September, 1976

DEPUTY HEADTEACHER TWO HEADS OF YEAR

(Scale 3)

To be responsible for the welfare and work of a year group, and to accept responsibility for a curriculum area throughout the school.

The Authority has a scheme for teachers moving into the county to assist with removal expenses.

Application forms and further particulars to be obtained from the Headmistress, Burgoyne School, care of Sandy Upper School, Engayne Avenue, Sandy, Bedfordshire. Closing date: December 5.

MIDDLE
Music
continued

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:—
STAG LANE MIDDLE SCHOOL
(Eight to 12)
Collier Drive, Edgware, Middlesex HA8 5RU
Tel. No.: 01-952 2731
Required for January, 1976, or as soon as possible thereafter, an experienced class TEACHER with ability to be *responsible for MUSIC* in this three-form entry Middle School (eight to 12 years).

Scale 2 post available for suitably experienced candidate.

Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender), lodging allowance of up to £10 per *week* and up to £300 towards Legal and Estate Agent fees may be payable.

Application forms from and to be returned to the Head of the school by 1st December, 1975.

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH, WALKWOOD C.E. MIDDLE SCHOOL
Feckenham Road, Headless Cross, Redditch, Worcs B97 5AQ
ASSISTANT MASTER/MISTRESS for Summer Term to be responsible for MUSIC throughout this five-form *entry school* (620 on roll).

Scale 2 post available for suitable applicant. Housing available.

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

WARWICKSHIRE
EDUCATION DEPARTMENT
STOCKINGFORD COUNTY MIDDLE SCHOOL
Grove Road, Nuneaton
(620 on roll)

Experienced and well-qualified TEACHER with good qualifications in MUSIC to be responsible for leading, developing and coordinating music activities. Scale 3 available.

Application forms and further details available from the Headmaster, to whom completed forms should be returned by the 8th December, 1975.

Pastoral

Other Posts on Scale 2 and above

DEVON
EXETER COUNTESS WEIR MIDDLE SCHOOL
(Roll : 290)
Applications are invited from suitably qualified and experienced persons for the post of ASSISTANT MISTRESS to be responsible for general PASTORAL CARE and general oversight of the girls on the school.
Scale II post.

The successful applicant will be expected to take up the appointment in January, 1976.

Application forms (stamped addressed envelope please) from Headmaster, Countess Weir Middle School, Lower Weir Road, Exeter, returnable as soon as possible.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRINCIPAL POST

MARTON SIXTH FORM COLLEGE (GROUP 11), Middlesbrough

Applications are invited for the post of PRINCIPAL of this Sixth Form College. As the present Principal will be retiring at the end of the present academic year the appointment will date from September, 1976.

The College was opened in 1974. It is a co-educational establishment with an open-entry admission policy and its students come principally from the Middlesbrough and Thornaby 11-16 comprehensive schools.

The Committee wish to appoint as Principal, a Teacher with sound and relevant experience, including *substantial sixth form work.*

Financial assistance with household removal expenses is available in approved cases.

Forms of application obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, and should be returned by *not later than 12th December,* 1975.

ESSEX COUNTY COUNCIL
BASILDON and BRENTWOOD AREA

The Hedley Walter School, Sawyers Hall Lane, Brentwood, Essex (Roll 1,491), Group 12

HEAD

For this well established eight form entry comprehensive school, for pupils aged 11-18 years, from the beginning of the Autumn Term 1976.

Generous grants for removal, lodging and disturbance expenses may be payable.

Closing date December 12, 1975.

Application form and further details may be obtained from the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex.

Grimsby Division

HEADSHIP of

Lindsey School, Cleethorpes

Group 13. N.O.R. 1,600

Age range: 11-18

To commence duty at Easter, 1976.

The school, which became a Comprehensive School in 1973, is housed mainly in new buildings pleasantly situated *in the southern part* of Cleethorpes. Application forms and further particulars can be obtained from the Director of Education (HQ Schools) County Hall, Beverley, to whom completed forms should be returned not later than 8th December, 1975.

Humberside County Council

Physical Education

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BROOKLANDS SCHOOL
Brooklands Drive, Leighton Buzzard
Headmaster Mr J. Lennon, M.A.
Required for January, 1976, TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 1. Excellent facilities and swimming pool.

The Authority has a scheme *for teachers moving into the county to* assist with removal expenses.

Application forms and further details obtainable from the Headmaster

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
ROYSIA MIDDLE SCHOOL
Burns Road, Royston
Telephone 41565

ASSISTANT MASTER (Scale 1) for PHYSICAL EDUCATION and GAMES required as soon *as possible.* This is a new school which is still growing and the post offers opportunities for a young enthusiast to develop Physical Education within the school and to initiate out-of-school activities particularly for the boys. Some teaching of General Subjects required initially.

Letters of application giving two referees to the Headmaster, from whom further information may be obtained. No forms at this stage. Removal expenses may be paid.

Science

Other Posts on Scale 2 and above

KIRKLEES
METROPOLITAN COUNCIL
WHITECHAPEL MIDDLE SCHOOL.
Whitechapel Road, Cleckheaton

An *enthusiastic TEACHER* is sought as YEAR 3 COORDINATOR and HEAD of SCIENCE DEPARTMENT (Scale 3) in nine to 13, purpose-built, semi-open plan middle school. It is hoped that the appointment will commence in either January or April, 1976.

The coordinator will develop aspects of study and be responsible for the pastoral welfare of pupils in the year group. In addition there will be the opportunity to teach Science to older pupils in a very well-equipped laboratory and encourage the development of the subject throughout the *school.*

Application forms from the Head Teacher at the school, to whom completed forms should be returned as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICES
NORTHERN AREA
HOLYWELL (V.C.) MIDDLE SCHOOL
Red Lion Close, Cranfield, Bedford, MK43 0JA
Required for January 1976, qualified TEACHER of SCIENCE (Nuffield Combined Science) to assist Head of Department and, initially, to help with Maths. Scale 1 post. Fully equipped laboratory with non-teaching assistance, in an expanding new Middle School.

Application by letter in the first instance to the *Headmaster at the* school.

NORTHUMBERLAND
COUNTY COUNCIL
BERWICK COUNTY MIDDLE SCHOOL
(Springhill), Adams Drive, Tweedmouth, Berwick-upon-Tweed

TEACHER of GENERAL SCIENCE and some Geography.

Required for January, 1976, or as soon as possible thereafter, for two terms only, with Junior Forms.

Application forms, returnable as soon as possible, obtainable by sending a self-addressed envelope to the Headmaster.

Other than by Subject Classification

Other Posts on Scale 2 and above

BERKSHIRE
SLOUGH DISTRICT
LYNCH HILL MIDDLE SCHOOL
Required January, 1976, qualified experienced TEACHER for Fourth Year class. Possibility of Scale 2 post for suitable candidate. £141 per annum *local weighting* allowance. Possibility of accommodation within approximately six months. Removal/lodging allowances available.

Application forms obtainable from and returnable to the District Education Officer, 48 High Street, Slough SL1 1EN.

SHEFFIELD
EDUCATION COMMITTEE
BRUNSWICK MIDDLE SCHOOL
Station Road, Sheffield S13 7RB
Required January 1976 a TEACHER for this open plan middle school, with special responsibility for mathematics and science. Scale 3.

Application forms are obtainable from *the Headteacher* and should be returned to him as soon as possible.

Scale 1 Posts

DUDLEY
METROPOLITAN BOROUGH

PRIORY MIDDLE SCHOOL
Cedar Road, Dudley
(8-12 : 350 on roll)

Required for January, 1976, TEACHER for class of mixed ability 10-year-olds. Interest in *Girls' Games* an advantage. Scale 1 plus S.P.A. allowance.

Application forms from and returnable to J. Buck, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands, DY1 3JJ.

HEREFORD AND WORCESTER
COUNTY COUNCIL

DROITWICH, WESTACRE MIDDLE SCHOOL
Ombersley Road, Droitwich, Worcs WR9 8BD

Required January, 1976, ASSISTANT TEACHER (Scale 1), man or woman, to teach GENERAL SUBJECTS to nine-year-olds.

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap)

LINCOLNSHIRE
EDUCATION COMMITTEE
BISHOP KING MIDDLE SCHOOL
ASSISTANT TEACHER
Burnham Scale 1 £2,253 to £3,744
(Number on roll: 317)
ASSISTANT TEACHER required for 11 to 12 year olds. Music/Drama *an advantage*

Application forms available from the Headmaster at the school, Storer Street, Lincoln, on receipt of stamped addressed envelope.

Secondary Education

Headships

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT

BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL
(Group 11)

Applications are invited from Catholic men and women for HEAD of Upper School, Senior Teacher Scale £4,368 to £5,040, from January 1976. The successful applicant will be responsible for the third and fourth years of this eight form entry comprehensive school.

Application forms and further information can be obtained from the Headmaster, Mr F. J. Smith of Blessed Humphrey Middlemore School, Weoley Lane, Birmingham B17 0JJ. The closing date Friday, 5th December, 1975.

Please enclose stamped addressed envelope.

There is a scheme for assistance with removal expenses (V19302)

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Readvertisement
Required for Easter, 1976
CARMOUNTSIDE HIGH SCHOOL
Beard Grove, Abbey Hulton, Stoke-on-Trent
Group 9
(Number on roll: 530)
Age range 12 to 16 years
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER at this group 9 neighbourhood high school.

Forms of application are available from the Area Education *Officer, P.O. Box 23, Unity* House, Hanley, Stoke-on-Trent, to whom they should be returned by the 1st December, 1975.

A. Law, Area Education Officer.

STAFFORDSHIRE
EDUCATION COMMITTEE
BELGRAVE COMPREHENSIVE SCHOOL
Birds Bush Road, Belgrave, Tamworth
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this new 11 to 18 Comprehensive School (Group 11) which is due to be established in September, 1976. The school will eventually accommodate about 1,100 pupils in this developing area of Tamworth.

It is hoped that the successful applicant will be able to take up the appointment by the beginning of the Summer Term, 1976.

Application forms and further particulars are obtainable *from* and returnable to the *Chief Education Officer,* Staffing, Tipping Street, Stafford (stamped addressed envelope) not later than Monday, 8th December, 1975.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following appointment from the beginning of the summer term 1976.
MILDENHALL UPPER SCHOOL,
New school to open in September, 1976.
Group 11
Roll—initially 300 pupils, *increasing to 1,000* by September, 1979
Age range 13-18 years
HEADMASTER/HEADMISTRESS.

Application forms and further details obtainable from the County Education Officer, County Hall, St. Helen's Street, Ipswich (stamped addressed envelope, please), to be returned by 28th November, 1975.

Deputy Headships Senior Masters/ Mistresses

AVON
EDUCATION AUTHORITY
WYVERN SCHOOL
Sandringham Road, Weston-super-Mare, BS23 3QP
1,260; mixed; 11 to 16; Group 11
Applications are invited for the post of second DEPUTY HEAD and *HEAD of UPPER SCHOOL,* which falls vacant at Easter, 1976, due to the retirement of the present holder.

Further details and forms of application from the Administrative Officer at the school (please enclose stamped addressed envelope). Candidates who replied to the original advertisement should confirm, by *letter, if they wish to be considered* again *for the post.*

AVON COUNTY
HARTCLIFFE SCHOOL
Bishport Avenue, Bristol, BS13 0RL
(Mixed 11-18 Comprehensive)
Tel: 0272 663621
Required preferably for Easter: *DIRECTOR of SIXTH FORM* (Senior Teacher Scale plus S.P.S. allowance).

This is a key post in the central management team of one of the largest schools in the country, and ideally a teacher is sought who is able to offer high academic standards, good pastoral experience with 16-19 year olds, and advanced study *of the development of an integrated* curriculum for the whole school.

For further details send stamped addressed envelope to the Headmaster at the school. Closing date for return of applications 5th December. Interviews mid-January.

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
ROYSTON COMPREHENSIVE SCHOOL
Midland Road, Royston, Barnsley
Headteacher: C. Wilson, L.C.P.
Group 10
This mixed comprehensive school for pupils aged 11 to 16 years accepted its first comprehensive intake in September this year. At present there are 510 pupils on roll but the number will rise to approximately 800 by 1980.

To accommodate the additional numbers, major expansions costing about £650,000 have been planned and building should commence early next year.

Applications from suitably qualified and experienced TEACHERS are invited for the following senior post:
DEPUTY HEADMISTRESS

This is predominantly, but not exclusively, a pastoral care post. In addition to being responsible for the welfare of girls throughout the school, the holder will be concerned with the induction of probationary teachers and student teachers on practice.

Application forms are obtainable from and returnable *to the Education* Officer, 50 Huddersfield Road, Barnsley, South Yorkshire, by 1st December, 1975 (stamped addressed envelope please).

BRENT
(London Borough of)
COPLAND HIGH (MIXED) SCHOOL
Cecil Avenue, Wembley
HA9 7DX
(Roll 1,200; 11 to 18 comprehensive; Social Priority School)
Required in January or as soon as possible thereafter:
SENIOR TEACHER to join Management team with Headmaster, Deputy Head, Second Master and other Senior Teachers and to play an important part *in the organization* and running of the school. Duties by arrangement according to qualifications and experience. Please state teaching subjects offered. The school is multi-racial and housed in buildings opened in 1952, and considerably extended in 1971 and 1973.

The London Allowance of £351 *per annum* is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days, giving age, present post, qualifications, experience and referees.

CAMBRIDGESHIRE
PETERBOROUGH AREA
ARTHUR MELLOWS VILLAGE COLLEGE
Glinton, Peterborough PE6 7JX
Roll 1,130
Co-educational, Comprehensive, 11-18 age range. Eight Form Entry
Required for Easter 1976
Second MISTRESS Burnham Group X.

The person appointed must be willing to take a full share in the policy making and management of a growing community college. The subject offered is immaterial.

There is a possibility of assistance being given with housing and removal expenses in appropriate cases.

Further details and application forms can be obtained from the Bursar at the above address (Tel. Peterborough 252235) and should be returned by the 3rd December, 1975

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
LE ROCQUIER SCHOOL
St. Clement
Headmaster: D. R. McGregor
(Group 8)

A DEPUTY to the HEADMASTER is required to take up appointment from the beginning of the Summer Term 1976.

This is a new school with 11 and 12-year-old boys and girls moving into the first and second phases of building.

Application forms and further information from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I., to be returned to the Headmaster by 28th November 1975.

DORSET
HARDYE'S SCHOOL
Dorchester
(Group 10)
SECOND DEPUTY HEAD required for this voluntary aided grammar school (620 boys, *including 160 in sixth and 100 boarders*) from September, 1976. The school will become a comprehensive upper school for 850 boys (13 to 18), but the date of reorganisation is uncertain. Assistance with removal expenses.

Further details (stamped addressed envelope) from Headmaster, to whom applications (no form) *should be submitted.*

DUDLEY
METROPOLITAN BOROUGH
THE DORMSTON SCHOOL
(Group 10)
Mill Bank, Sedgley,
West Midlands DY3 1SN
(12 to 16 plus co-educational comprehensive: 710 on roll)

Required as soon as possible, SECOND DEPUTY HEAD TEACHER.

Further particulars and application forms from the Headmaster.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the *availability* of housing and nursery education can be obtained at the time of application.
ST. JOHN PAYNE R.C. COMPREHENSIVE SCHOOL
(Roll 700)
Group 10
Partridge Avenue, Chelmsford CM1 2HB
Tel. Chelmsford 56443
DEPUTY HEADMISTRESS
Required for Easter, 1976. Must be practising Roman Catholic. Apart from some teaching of specialist subject her main duties would be in the sphere of communication, i.e., between staff, pupils and children. There is a Year System and it is hoped that the Deputy Headmistress would have overall supervision of the pastoral system.

This newly created Catholic Comprehensive School, opened in September, 1975. It consists of an amalgamation of the buildings of St. John Payne Secondary Modern School and the present Chelmsford Technical High School on the same site.

The intake for September, 1976, was five-form entry but an eight-*form entry* is envisaged each year.

Applications in the first instance to the Headmaster, to be received by 12th December, 1975.

HAMPSHIRE
LORENCE TRELOAR SCHOOL
Alton GU34 4EN
Group 6 (S)
Residential DEPUTY HEADMISTRESS, *graduate,* required September, 1976 (or earlier) for this boarding school for 100 physically handicapped girls (and junior boys).
Boarding school and/or special school experience essential.

Wide range of courses, including C.S.E. and "O" and "A" level.

A demanding but rewarding post, requiring ability in organisation and communication *with other* departments and an interest in extra-mural activities as well as in teaching.

Own self-contained flat adjoining main school.

Other details and application forms from the Headmistress.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WASELEY HILLS HIGH SCHOOL
School Road, Rubery, Rednal, Birmingham B45 9EL
DEPUTY HEAD TEACHER (Male Graduate), Group 11. Required as soon as possible, post becomes vacant in January, 1976, owing to the recent promotion of the present holder to the headship of a comprehensive school.

It is established school policy that all teachers make an effective contribution to the teaching programme. The governors will therefore seek to appoint someone of relevant teaching experience, preferably including teaching to C.S.E., "O" and "A" levels; proved administrative competence in a senior post will also be required.

Letters of application (no forms at this stage) should be sent to the Headmaster at the school giving full details of qualifications and experience, the customary personal data, and names, addresses and (if possible) telephone numbers of two referees, as soon as possible.

ISLE OF WIGHT
COUNTY COUNCIL
Applications are invited from well qualified and experienced TEACHERS for the posts of:
(1) DEPUTY HEADTEACHER; and
(2) SECOND MASTER/MISTRESS
in a new Comprehensive High School at Newport (Group 11 *initially but 12 ultimately*) as from September 1976.

The first phase of the school (for 250 to 300 boys and girls) is due for completion in September 1976. Subsequent phases will take the school up to its ultimate size of 1,190, including provision for a Sixth Form of up to 200. The age range of the school will be 13 to 18.

Removal and resettlement scheme (up to maximum of £500).

Further details, together with forms of application, may be obtained from the County Education Officer, to whom they should be returned not later than December 5, 1975, at the Education Department, County Hall, Newport, Isle of Wight PO30 1UD.

WEST GLAMORGAN County Council

EDUCATION COMMITTEE

SECONDARY EDUCATION

HEADTEACHER

Applications are invited from suitably qualified teachers for the following Headships in the authority's service to commence duty on 1st April, 1976, or as soon as possible thereafter.

BISHOPSTON COMPREHENSIVE SCHOOL,
Bishopston, Swansea
(Post Ref. OS/2.23.75)
This will be a Group 10 school with a mixed pupil enrolment of 800 in the age range 11-16 years. (This is a new school opening in September, 1976.)

HAFOD COMPREHENSIVE SCHOOL,
Hafod, Swansea
(Post Ref. OS/3.23.75)
This will be a new co-educational school which will be placed in Group 11. Initially it will cater for pupils aged 13 years upwards, but re-organization proposals currently being discussed could mean its ultimate development to serve the 11-16 year age range.

Application forms and further details of these posts are available from the undersigned on receipt of a stamped addressed foolscap envelope.

Closing date: The closing date for receipt of completed application forms is 5th December, 1975.

JOHN BEALE, Director of Education, Education Department, *Princess House, Princess Way,* Swansea, West Glamorgan.

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ilea INNER LONDON EDUCATION AUTHORITY

CROWN WOODS (SM)
Roll 2,200. Riefield Road, Eltham, SE9 (Headmaster)

Required for Easter: —

Deputy Head

(Group 14)

Director of Studies—who will be responsible primarily for the curriculum and timetable and share responsibility for other aspects of school organization within the management team. This is a well-equipped, purpose-built school with a boarding wing, standing in its own grounds. We are a caring community with high standards of behaviour and academic work aiming to develop the full personality and ability of every pupil.

Vacancy due to promotion of present holder to Group 12 Headship.

Suitable candidates will be invited to visit the school.

Education Committee

The Borough is within easy access of Central London and bordered by Epping Forest. London addition £267 to salary payable.

REQUIRED FOR EASTER 1976

TOM HOOD SENIOR HIGH SCHOOL
Terling Close, London E11 3NT
(Head Teacher: Mr. K. D. Berry, B.A.)

Deputy Head Teacher

Group 11 School for Salary Purposes

Applications from well qualified and experienced teachers are invited for Easter 1976 for the post of Deputy Head Teacher, at this mixed senior high comprehensive school. (700 on roll 14-19 years). The post involves both administration and pastoral responsibilities, an ability to work as one of a team with the other members of the senior management group is essential.

Closing date for applications 10th December, 1975. Generous removal and relocation expenses within the Authority's scheme will be paid in appropriate circumstances.

Application forms and further details obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

London Borough of
Waltham Forest

Bedfordshire
southern area

THE VANDYKE UPPER SCHOOL
Vandyke Road, Leighton Buzzard
Headmaster Designate: Mr. B. Vaughan, JP, BA
GROUP 11

DEPUTY HEADMISTRESS and DEPUTY HEADMASTER

For September 1976:

Deputy Heads (two posts) are required for this mixed 13-18 Upper School and Community College opening in new buildings in September 1976 with a first entry of 260 and growing rapidly to 1,100 with a large Sixth Form. The successful candidates will share in and influence every aspect of planning and development. They will also assist in the exact delineation of their own roles, although ideally one post will involve special responsibility for the administrative and pastoral organisation, the other for academic organisation and the planning and evaluation of the curriculum.

Whilst wide experience would be a strong recommendation, successful teaching including Sixth Form examination work, organising ability exemplified by effective occupation of a *senior* post and a deep concern for the pastoral care of children and for high standards in the classroom and the school in general are the essential prerequisites of these posts. Younger members of the profession who satisfy them are encouraged to apply.

The Authority has a scheme for teachers moving *into the county to assist with removal expenses.*

Further details and application forms obtainable from the Southern Area Education Officer, Southern Area Education Office, 35a, Old Bedford Road, Luton LU2 7NY, to be returned by 5th December, 1975.

SECONDARY
Deputy Headships
continued

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
MARGARET GLEN-BOTT COMPREHENSIVE SCHOOL
Sutton Passeys Crescent
Wollaton Park, Nottingham
NG8 1[illegible]
Headmaster: R. C. Peake B.Sc., J.P.
(1650 pupils: 11 to 16; mixed)
(Re-advertisement)
(Re-designated post)
For Easter SENIOR MASTER/MISTRESS (Group 10 Deputy Head Scale). The school, situated in pleasant surroundings, has a fully comprehensive intake and well established courses leading to C.S.E. and "O" level examinations. The person appointed will join the senior management team and have responsibility as Director of Studies for curriculum development and courses throughout the ability range as well as disciplinary oversight.

Previous applicants for the post of Second Deputy Head may ask for their applications to be considered for the Senior Master/Mistress post.

Applications (no forms) to the Headmaster with names of two referees. Closing date: 5th December 1975.

NOTTINGHAMSHIRE
QUEEN ELIZABETH'S GRAMMAR SCHOOL FOR GIRLS
Woodhouse Road, Mansfield
(Aided School to be group 10)
(500 girls)
SECOND DEPUTY HEAD required from September 1976, to help in *the development of the school as a* six stream 13 to 18 girls' comprehensive upper school, and to share particularly in administration and curriculum development. The school will be one of four upper schools, and will admit its first non-selective intake in September 1976.

Please apply direct to the Headmistress at the school (no forms) enclosing a curriculum vitae, copies of any relevant testimonials and the names of at least two professional referees.

STAFFORDSHIRE
EDUCATION COMMITTEE
EDGECLIFF COMPREHENSIVE SCHOOL
Enville Road South, Kinver, Nr. Stourbridge, Worcs
Owing to the promotion of the present holder to a Headship and the growth of the School, two posts of *DEPUTY HEAD have become* vacant from Easter 1976, in this purpose built rural fully comprehensive school, which is situated in countryside of rare beauty in the Southern tip of Staffordshire.

Applications are invited from experienced teachers who hold to the Comprehensive ideal and who are prepared to give a considerable number of years and energy to the consolidation of this expanding Community School.

Further particulars about the school and the two posts can be obtained by sending a stamped addressed envelope to the Headmaster at the school, to whom letters of application giving full curriculum vitae and the names and addresses of two referees, should be returned by 28th November, 1975.

SUFFOLK
COUNTY COUNCIL
BUNGAY HIGH SCHOOL
(Number on roll, 870. 13 to 18)
Headmaster, Mr. G. Franklin, D.F.C., M.A.
Required for April or September, 1976, a DEPUTY HEAD (man or woman) for this developing high school at present in Group 10.

The person appointed will join the senior management team of six and will be expected to have experience of many aspects of school administration. There is a teaching commitment and applicants should indicate the main subjects offered.

Application forms and further details (stamped addressed envelope) obtainable from the Headmaster, Bungay High School, Bungay, to whom they should be returned as soon as possible.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
PENNYWELL SCHOOL
Group 12
Applications are invited for the DEPUTY HEADSHIP which becomes vacant on January 1, 1976.

Pennywell School is a 10-form entry, purpose-built, comprehensive school with an age range of 11 to 18 years for boys and girls.

Application forms and further details may be obtained from the Director of Education, at address shown below, on receipt of a stamped addressed foolscap envelope, should be returned to him by December 5, 1975.

Removal expenses and temporary lodging allowance may be granted in the case of appointee from outside the borough.

L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley
Required April, 1976, SENIOR TEACHER (Head of Lower School; 750 12 to 13-year-olds) in this established mixed Comprehensive School.

Fringe Allowance of £141 and favourable housing scheme. Removal and resettlement expenses payable in approved cases.

Further details and application form from the Head Teacher on receipt of stamped addressed envelope.

Remedial Posts

Heads of Department

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
ROTHWELL-DESBOROUGH SECONDARY SCHOOL
Greening Road, Rothwell, Kettering
Applications for the post of HEAD of REMEDIAL, Scale A are invited from qualified, experienced teachers. The school receives its first comprehensive intake in September, 1976, and will develop into a fully comprehensive (11-18) school. (Consideration will be given to applicants able to commence duty at the beginning of the Summer or Autumn Terms, 1976). The successful applicant will be responsible for all aspects of the development and organisation of remedial teaching.

Application forms (stamped addressed envelope) obtainable from the Headmaster, to whom completed forms, with copies of two recent testimonials, should be returned.

SOLIHULL
EDUCATION COMMITTEE
MALVERN HALL
Brueton Avenue, Solihull, West Midlands
We require for *Easter or September*, 1976 —
HEAD of REMEDIAL WORK preferably with specialist training, to be responsible for diagnostic work, advice to staff, and remedial work in a variety of ways.

Malvern Hall is a developing 11 to 16 coeducational, all ability, school very pleasantly situated near the centre of Solihull. Experienced teachers, including those now on advanced courses, are asked to *write to the Headmaster for further* details, and application forms, enclosing stamped addressed envelope.

Other Posts on Scale 2 and above

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
ST. MARY'S HIGH SCHOOL
Inglemire Lane, Kingston upon Hull
Head: Miss M. Dent, B.A.
Required for January, 1976, an ASSISTANT TEACHER for lower-remedial group of 13 plus age range, spending most of the time with them, but doing some teaching *in other parts of the school*. An ability to teach Religious Education and Music would be an advantage.

A Scale 2 post is available but applications from newly qualified teachers would be welcome.

Application forms are available from the Head and should be returned not later than 28th November, 1975.

LINCOLNSHIRE
EDUCATION COMMITTEE
ASSISTANT—COUNTY REMEDIAL SERVICE
Burnham Scale 2
Required from summer term 1976 for the eastern part of the Sleaford Division. Previous relevant experience and a relevant supplementary qualification desirable. Car essential for which an allowance is payable.

Further particulars and application *forms obtainable from the Divisional* Education Officer, Council Offices, Sleaford, Lincs (stamped addressed foolscap envelope). Closing date 5 December.

SURREY
STANLEY PARK HIGH SCHOOL
Stanley Park Road, Carshalton
Required as soon as possible, a MASTER or MISTRESS to specialise in REMEDIAL TEACHING (mainly Maths and English).

A special grant to the school has provided a new building which houses the Remedial Department.

The successful candidate would join an enthusiastic and lively team already well established in the school.

Scale II post available for suitably qualified candidate. ([illegible] Remedial)

Applications in writing giving curriculum vitae direct to the Headmaster.

Scale 1 Posts

AVON COUNTY
BROADOAK SCHOOL
Weston-super-Mare
(1,600 mixed)
Required in January or as soon as possible thereafter a male TEACHER to specialize in work with the less able.

Apply to the Head, giving full personal details and two referees. Send a stamped addressed foolscap envelope for further information.

BARKING
(London Borough of)
WARREN COMPREHENSIVE SCHOOL
(Roll: 1,055)
Whalebone Lane North
Chadwell Heath, Romford RM6 6SB
Required January, 1976, for one term:
TEACHER of REMEDIAL CLASSES, good facilities Scale 1.

London Addition £351 per annum. Reimbursement of removal expenses in approved cases.

Letters of application to the Head Teacher at the school as soon as possible.

BERKSHIRE
SLOUGH DISTRICT
NORTHBROOK CENTRE
Secondary Adjustment Unit
Slough
Required April, 1976, or as soon as possible, suitably qualified and experienced man TEACHER. Interest in Remedial English and Mathematics, or Craft or Games desirable, to work with small groups of emotionally disturbed children aged 10 to 16 years. £141 per annum local weighting allowance.

Possibility of accommodation within approximately six months. Removal/lodging allowances available.

Application forms obtainable from, and returnable to, the District Education Officer, 48 High Street, Slough SL1 1EN. Closing date for return of forms, December 8, 1975.

DEVON
SOUTHWAY SCHOOL
Rockfield Avenue, Southway
Plymouth
(13-form entry: mixed 11 to 18 years)
Required for January or Easter, a TEACHER for REMEDIAL TEACHING with first to third year groups in basic subjects. Scale I post. A temporary appointment would be considered for the Spring Term, 1976.

Application forms (stamped addressed envelope) from the Headmaster, returnable to him as quickly as possible.

DURHAM
COUNTY COUNCIL
DARLINGTON CARMEL R.C. COMPREHENSIVE SCHOOL
(1,200 on roll; 170 in sixth form)
REMEDIAL. Salary Scale 1 post. Qualified ASSISTANT required as soon as possible. *Applications from* part-time teachers will also be considered.

Stamped addressed envelope for application form to Area Administrative Officer, "Craig Lea", Uplands Road, Darlington, co. Durham.

Removal expenses lodging allowance and travelling expenses payable in approved cases.

Canvassing members of the appropriate committee directly or indirectly, strictly prohibited.

Closing date for receipt of applications: December 8, 1975.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable and details of the availability of housing and nursery education can be obtained at the time of application.
ST. PETER'S COMPREHENSIVE SCHOOL
(Roll 1,237)
Burnham-on-Crouch
Telephone Maldon 782377
REMEDIAL SUBJECTS AND ENGLISH
An immediate vacancy, due to the death of a member of staff, occurs to join the team in the Remedial Section of the school.

Applications by letter quoting the names of two referees to the Headmaster at the school as soon as possible.

WILTSHIRE
HARDENHUISH SCHOOL
Chippenham
(Mixed 11-18 Comprehensive School. Number on Roll 1,104. *Sixth Form 175*)
Required from February 24th, 1976, an experienced MASTER or MISTRESS to be in charge of Lower REMEDIAL work in this new comprehensive school resulting from the amalgamation of a mixed 11 to 18 Upper School and a Girls' High School (11 to 16). Remedial work is organized in a separate Faculty Department whose Head is a member of the school's Academic Board.

Application forms and full particulars obtainable from the Headmaster, Hardenhuish School, Hardenhuish Lane, Chippenham, Wilts (stamped addressed envelope). Closing date November 27th, 1975.

By Subject *Classification*

Art and Design

Heads of Department

DUDLEY
METROPOLITAN BOROUGH
THE HOLLY HALL SCHOOL
Scotts Green Close, Dudley, West Midlands DY1 2DU.
(12 to 16 plus co-educational comprehensive, 580 on roll)

Required for January 1976, HEAD of ART/CRAFT DEPARTMENT (Scale 3).

Further particulars and application forms from the Headmaster.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, 88 Lampton Road Hounslow, Middlesex
CHISWICK SCHOOL
Burlington Lane, Chiswick W4 3UN
Headmaster, Mr. R. K. Hands, B.A., A.K.C.
Required for January, 1976, or as early as possible after that date in this eleven-form entry Comprehensive School (Group 13) (Sixth form 185) —
HEAD of ART DEPARTMENT, Scale 3 (Eight in Department). Four Art studios. Two Pottery studios. This is a popular subject throughout the school and there are large entries for C.S.E., "O" level and "A" level.

London Allowance £267 payable.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Letters of application in the first instance to the Head Teacher at the School, giving details of qualifications and names of two referees.

P. J. Lee, Director of Education.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, Manor Park
London E12 6ET
(1,302 mixed on roll)
Headmaster, Mr. R. C. H. Andrews B.A.
Mixed comprehensive on one site, excellent facilities within easy reach of West End of London and Epping Forest.
Required as soon as possible:
HEAD of DESIGN DEPARTMENT to coordinate the work of the ART, HOME ECONOMICS and TECHNICAL STUDIES DEPARTMENTS
Scale 4 post available for suitable candidate.

Burnham Scales, plus London Allowance £351, plus Social Priority Allowance £201 or £276.

Application forms can be obtained from the undersigned (quoting TES), *and should be returned* as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH

Other Posts on Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. JULIAN'S GIRLS' SCHOOL
(Group 9)
Watling Street, St Albans
Keen well qualified TEACHER required January to join a lively Art/Craft Department. Well established C.S.E. and G.C.E. "O" and "A" level courses, 4th, 5th and 6th year time-tables integrated with the St. Julian's Boys' School on the same campus site and senior pupils are taught in mixed groups. Scale 2 post available according to qualifications and experience.

Full details and two referees to the Headmistress.

LEICESTERSHIRE
THE BOSWORTH COLLEGE
Leicester Lane, Desford
Leicester LE9 9JL
A Leicestershire Upper School (14-18) with Community College
Roll 1,574
In the Leicester Plan for the organization of Secondary Education. Upper 14-18
Subject: ART and DESIGN
From January TEACHER for Sculptural technical use of three-dimensional materials in integrated Design course within a Faculty of 21 staff. Scale 2 available for suitably experienced, but first timers considered.

Apply (no forms) with names and addresses of two referees to the Head from which further particulars may be obtained.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Required for Easter 1976 —
BRADWELL COUNTY SECONDARY SCHOOL
Required for Easter, 1976:—
Newcastle, Staffordshire
(Group 6, number on roll 800) (age range 11 to 16 years)
TEACHER for ART and CRAFT (Scale 2) to be second in department. Ability to teach Pottery to C.S.E. Standard. Pottery Room adjacent to classroom.

Closing date: 1st December, 1975.

A. Law, Area Education Officer.

Applications are invited for the *above appointment which* is vacant from Easter 1976. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated, completed forms to be returned to the Head Teacher at the school on or before the specified closing date.

STAFFORDSHIRE
EDUCATION COMMITTEE
HAGLEY PARK COMPREHENSIVE SCHOOL
Burnthill Lane, Rugeley.
(Roll 1,000)
A TEACHER for TEXTILE CRAFTS, Scale 2, is required for January or Easter, 1976. The teacher appointed would join a developing Creative Studies Department with the responsibility for the development of Textile Crafts throughout the school. An interest in Needlework could be an asset but a personal creative commitment within the textiles area *is most important*.

Further particulars together with application forms are available from the Headmaster (stamped addressed envelope).

Scale 1 Posts

DERBYSHIRE
EDUCATION COMMITTEE
SHIREBROOK SCHOOL
Common Lane, Shirebrook, Mansfield, Notts
11-form entry, 700 pupils on Roll
Mixed Comprehensive
Required for January, 1976, or as soon as possible, ART MASTER or MISTRESS with specialist qualifications in fabric crafts and/or pottery. The post will involve general art teaching up to C.S.E. and G.C.E. "O" level and the development of a specialist craft area *to a high level*.

Apply immediately by letter to the Headmaster at the school, giving the names of two referees.

HILLINGDON
(London Borough of)
VYNERS GRAMMAR SCHOOL
Warren Road, Ickenham, Uxbridge
Middlesex UB10 8AB
(873 on roll—mixed—200 in sixth form)
Headmaster: D. C. Best, M.A.
Required for January, 1976, for one or two terms, temporary ASSISTANT TEACHER able to offer ART at all levels including "O" and "A" level work.

Please apply by letter to the Headmaster at the school giving the names and addresses of two referees.

London Allowance payable.

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Gardens, *Hillingdon*
Uxbridge UB10 0EX
(1072 on roll—80 in sixth form)
Headmaster: J. D. Evans, B.A.
Required for January, 1976, TEACHER for ART and DESIGN to join an enthusiastic team in a progressive department.

The school has four well-equipped studios covering a wide range of activities.

Application forms from and returnable to the Headmaster.

London Allowance payable.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
BRANSHOLME HIGH SCHOOL
Midmere Avenue, Leads Road, Hull
Head, H. E. Daniels, M.A.
Required for January, 1976, a well-qualified TEACHER of ART and CRAFT (Scale 1) to join an existing team of four staff working within the Arts-Theatre Workshop Faculty and to assist in the *Design Department*.

Candidates should state their specialist interests.

This 16-form entry comprehensive school for boys and girls aged 11-18 years, opened in new buildings in September, 1969.

Application forms and further particulars may be obtained from the Head, and completed forms should be returned by 28th November, 1975.

PEERS SCHOOL
Littlemore, Oxford OX4 5JY
Wanted for April, 1976:

SENIOR MASTER OR MISTRESS/ PROFESSIONAL TUTOR

Salary: Deputy Head Group 12 Scale,
£6,300-£6,924

Peers School is a mixed 13-18 Upper School, with 1,100 pupils on roll and with a Sixth Form of 130. It is situated on the south-eastern edge of the City of Oxford on an attractively laid-out campus. An extensive building programme has just been completed, giving the school first-class facilities in all subject areas.

Applications are invited from well-qualified and experienced men and women, capable of taking on the responsibilities of PROFESSIONAL TUTOR as well as a substantial teaching programme. Teachers of any secondary school subject will be considered but applicants should be able to offer teaching at all levels throughout the school.

Further particulars may be obtained from the Headmaster at the school, to whom applications, with full particulars of qualifications, experience and interests, with the names of three referees, should be sent by 12th December.

SECONDARY
Art and Design
continued

KINGSTON upon Thames
(Royal Borough of)
TIFFIN GIRLS' SCHOOL
Richmond Road
[illegible] on roll
Qualified ART TEACHER required for part-time service from January (approximately 18 hours weekly) to share general work *and preparation* of G.C.E. candidates at "O" level, concentrating mainly on drawing and painting.

London Allowance £267.

Apply by letter to the Headmistress, giving details of qualifications and experience with copies of two recent testimonials, if possible, and names and addresses of two referees.

KIRKLEES
METROPOLITAN COUNCIL
EARLSHEATON HIGH SCHOOL
Canterbury Road, Earlsheaton
Dewsbury WF12 7LA

Required for January, 1976, if possible, ART TEACHER, Scale 1, with a bias towards CERAMICS and 3D work who will be expected to use initiative and imagination for the development of a ceramics studio in the newly formed Creative Studies Department.

Letters of application to the Headmaster at the school together with the names and addresses of two referees.

KNOWSLEY
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ST. COLUMBA'S R.C. COMPREHENSIVE SCHOOL
Knowsley Lane, Huyton
Liverpool L36 8DX

For January, 1976: ART/CREATIVE DESIGN. Newly qualified TEACHERS may apply.

Apply by letter as soon as possible to Headmaster, naming two referees.

LEICESTERSHIRE
BROCKINGTON COLLEGE
Mill Lane, Enderby
(Roll 936)
In the Leicester Plan for the Organisation of Secondary Education. High 11 to 14.
DESIGN/GRAPHICS
Scale 1
TEACHER for TECHNICAL DRAWING *and co-ordinated* design required from January. Creation and graphics approach to work in related studies to work in Design Department.

Temporary for Spring and Summer Terms. Probability of permanent appointment from August.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
BRACKLEY MAGDALEN COLLEGE COMPREHENSIVE SCHOOL
[illegible] Street, Brackley
Required for January, a TEACHER of POTTERY, Scale 1, in this co-educational comprehensive school (1,400 pupils (160 in the Sixth Form, 140 boarders).

The successful applicant will be the main teacher *of Pottery* within the Design Department of the school but may have the opportunity to do some teaching in another branch of the department. Pottery is taken to C.S.E. level in the school, and it is hoped to develop courses to "O" and "A" level.

Applications are invited from those at present in training as well as from more experienced teachers. Application forms from the Headmaster (stamped addressed envelope, please).

Careers

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MAIDSTONE DIVISION
THE MAPLESDEN NOAKES SCHOOL
Great Buckland, Maidstone
Six-form entry all-ability mixed school opened in 1974, eventually growing to about 900 pupils of 11 to 16.
CAREERS TEACHER (Scale 3) required for September, 1976, to organize a careers and guidance department, in ideal conditions, and to initiate the work with third year pupils; also to be year tutor to third year. A small teaching commitment will be necessary.

Applicants with relevant training and experience should write to the Headmistress, Miss P. A. [illegible], for further information.

SANDWELL
(Metropolitan Borough of)
GEORGE SALTER HIGH SCHOOL
Claypit Lane, West Bromwich, West Midlands
Required as soon as possible:
COMMUNITY RELATIONS and CAREERS GUIDANCE, Scale 3 post.

This post would offer interest and challenge to a man or woman who is keen to develop links between the school and the community with especial reference to *Industry and Commerce*. The successful applicant will ideally have qualifications and/or experience in Careers guidance, the initiative to develop a full careers programme and above all a concern for the welfare of pupils.

For further details of this post and application forms please ring the Head Teacher of the school. Telephone number 021-569 2449.

Classics

Scale 1 Posts

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
MANNING SCHOOL
Gregory Boulevard, Nottingham
NG7 6PA
Headmistress: Mrs. B. Hall, B.A., J.P.
(Girls: 700; 11 to 18)
MASTER/MISTRESS (Scale 1) to teach LATIN to G.C.E. "O" level. *Ability to teach some French* an advantage. This is a temporary appointment for two terms.

Applications (no forms) to the Headmistress with names of two referees, as soon as possible.

Commercial Subjects

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HALYARD HIGH SCHOOL
High Street, Leagrave, Luton
Headmaster, Mr. B. D. Round, B.A.
(Number on roll, 1,250)
Required for January or April, 1976, HEAD of COMMERCE, Scale 3. Courses to C.S.E. and "O" level. Some teaching of General Subjects in the first year would be an advantage.

The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.

Application forms obtainable from the Headmaster.

CITY OF COVENTRY

Assistant Teachers required at:—

Caludon Castle Boys' Comprehensive School

Axholme Road
(1,560 on roll)
Required as soon as possible.

MUSIC (Scale 2)—for a large well established school. A recently completed Music Room exists and the development of the school's music presents a challenging situation for a young Musician wishing to use his drive and initiative in building up a Music tradition *for which every encouragement* will be given.

Barr's Hill Mixed Comprehensive School

Radford Road
(670 on roll, 130 in 6th form)
Formerly girls' Grammar School, co-educational all ability 1st year intake from September, 1975.
Required January 1976
FRENCH—for classes ranging from Junior mixed ability to Advanced and Scholarship level. Some knowledge of Audio-Visual methods useful.

President Kennedy Mixed Comprehensive School

Rookery Lane
(1,870 on roll)
Required January, 1976
HOME ECONOMICS
Closing date 10 days after appearance of advertisement.

Apply by letter giving full details (age, qualifications, experience) with names and addresses of two educational referees and copies of two recent testimonials to the Head Teacher of the School concerned, unless otherwise stated.

ESSEX
COUNTY COUNCIL
Generous Removal, Lodging and Disturbance Allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
WOODLANDS COMPREHENSIVE SCHOOL
(Roll 1,500)
Takeley End, Basildon SS16 5BA
Telephone: Basildon 20866.
HEAD of BUSINESS STUDIES, Scale 2.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

LONDON, S.W.8
NOTRE DAME (RC) COMPREHENSIVE SCHOOL
8 Battersea Park Road, London SW8 4BH
(Voluntary Aided, 830 girls. Group 11 Burnham Scale)
Required for Spring Term 1976, or as soon as possible afterwards, Full-time TEACHER, COMMERCE, HEAD of DEPARTMENT, Scale 3, must have wide experience and administrative ability, well equipped department, offers courses leading to R.S.A., 1 and 2, and C.S.E. in Commerce, Accounts, Typewriting, Office Practice and Audio. Popular Sixth Form Courses.

Apply in writing, for an application form, to the Clerk to the Governors at the above address.

ST. HELENS
EDUCATION COMMITTEE
ST. AELRED'S CATHOLIC HIGH SCHOOL
(1,042 pupils; 11 to 18 years comprehensive)
Birley Street, Newton-le-Willows WA12 9UW, Merseyside
HEAD of COMMERCIAL SUBJECTS DEPARTMENT, Scale 2, ability to teach Economics an advantage.

Application forms are available from the Head Teacher at the school to whom they should be returned immediately.

WILTSHIRE
EDUCATION COMMITTEE
THE GEORGE WARD SCHOOL
Melksham
(Comprehensive co-educational 1,460 on roll)
Required for 1st January 1976,
A TEACHER of COMMERCIAL SUBJECTS to act as HEAD of DEPARTMENT of BUSINESS STUDIES (Scale 3) in this well equipped and established comprehensive school which is situated in excellent new premises.

C.S.E. subject requirements are Typewriting, Business Studies and Commerce, but an ability to offer Book Keeping and Accounts (R.S.A.) would be an advantage.

Application forms and *further* details from the Headmaster.

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombersley Road, Droitwich, Worcs WR9 0AA
Required for April, 1976, or earlier if possible (February 16) TEACHER for COMMERCIAL SUBJECTS and/or ECONOMICS in this developing, purpose-built, mixed comprehensive school of 1,160 pupils in the 13 to 18 age range. Present holder of the post has resigned for domestic reasons.

Typing essential and ability to introduce shorthand, office practice or commerce could be an asset. Scale 2 post available for suitably experienced applicant.

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

SOLIHULL
EDUCATION COMMITTEE
LYNDON SCHOOL
Daylesford Road, Solihull, West Midlands, B92 8EJ
Required for January or April, 1976, a TEACHER of COMMERCE and OFFICE PRACTICE. For a suitably qualified teacher this can be a Scale 2 post.

Applications enclosing stamped addressed envelope to the Headmaster.

Scale 1 Posts

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WHITGIFT SCHOOL
Crosland Road, Grimsby
1,150 mixed comprehensive
Headmaster: W. O. Baines, B.Sc., B.A.
Required for Summer Term (or earlier by arrangement):
Qualified TEACHER of COMMERCIAL STUDIES, principally TYPEWRITING, SHORTHAND and OFFICE PRACTICE. All three essential, but other areas could be useful as well.

The school is 10-form entry organized in Houses, taking pupils in the range 12-plus to 18-plus. It is newly built on a large, well laid out site and has extensive facilities.

Application forms and further information obtainable from the Head Teacher at the school, to whom they should be returned within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD DIVISION
WEST SECONDARY GIRLS' SCHOOL
Heath Lane, Dartford
TEACHER for COMMERCE. G.C.E. and C.S.E. courses in existence for Commerce and Business Studies. Fringe Allowance.

Applications to the Headmistress.

Domestic Subjects

Heads of Department

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
TOWNSEND C. OF E. SCHOOL
High Oaks, St. Albans
HEAD of DEPARTMENT *for* HOME ECONOMICS required January or as soon as possible. Scale 2 or 3 according to qualifications and experience. Five form entry mixed all-ability school.

Apply to the Head giving names of two referees and enclosing *copies of recent testimonials*.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
KETTERING HIGH SCHOOL
Lewis Road, Kettering
Required for Easter, 1976, a SENIOR TEACHER to lead curriculum coordination and development in the creative and practical subjects (Art/Craft, Music, Housecraft and Physical Education).

The school, a selective High School for girls, will begin to reorganise from September, 1976, as a comprehensive Senior High School (13 to 18) taking its entry from the Junior High School (formerly a girls' Secondary Modern School).

Applicants should be skilled in the teaching of one of the subjects (preferably Art/Craft) with some experience of administration and the ability to coordinate the skills and enthusiasms *of the various* departments and to develop the curriculum in those areas in both the Junior and Senior School to meet the needs of the whole ability range up to "A" level.

Further information and application forms (stamped addressed envelopes please) to be returned by 5th December, from the Head, Miss E. E. Lake, at the school.

NORTH YORKSHIRE
(County of)
RICHMOND SCHOOL
Darlington Road, Richmond
(Co-educational, 1,360 pupils 11-18 Sixth form 170)
Required for April or September, 1976:—
HEAD of HOME ECONOMICS Scale 3. Well equipped rooms and growing curriculum as part of Design Programme. Essential to have a contemporary outlook concerning the *implications within a Comprehensive* School of this amalgam of subjects and skills. Personality and leadership qualities essential.

Applications, with curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster at the school.

Other Posts on Scale 2 and above

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
DEARNESIDE COMPREHENSIVE SCHOOL
Goldthorpe Road, Goldthorpe, Rotherham
Headteacher: L. Dickinson
This is a developing mixed school of 960 pupils 11 to 16 *years with first* to third years fully comprehensive.
HOME ECONOMICS (Scale 3).
Experienced TEACHER required as HEAD OF DEPARTMENT with three other staff working in close conjunction with creative studies department. Candidates should preferably have experience of teaching both Housecraft and Needlecraft to "O" level but be prepared to teach mainly Housecraft initially in groups of boys and girls of all *levels of ability*.

Application forms available from and returnable to the Head at the School giving full curriculum vitae and two referees as soon as possible.

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH, THE LEYS HIGH SCHOOL
Woodrow Drive, Redditch, Worcs
B98 7UH
Required for Summer Term, 1976 (or March if available) a MISTRESS to be second in the HOME ECONOMICS DEPARTMENT with responsibility for organising Needlework courses. The department has excellent facilities with two well equipped Needlework rooms. C.S.E. O level and developing A level courses. An interest in teaching some nutrition and cookery would be an advantage. *Scale 2* post available for experienced candidate.

Background paper and application form available from and returnable to the Headmaster, on receipt of a stamped addressed envelope (foolscap). Temporary appointment considered.

Education Committee

The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable.

Remedial Teaching Service

Applications are invited from experienced Secondary teachers with an interest in teaching pupils with learning difficulties, who wish to join an expanding team of teachers seconded to Comprehensive High Schools (11 to 14 years) on a long term basis.

The appointments are for *Easter 1976*, and either a scale 2 or 3 post will be available, according to the applicant's qualifications and experience.

Application forms and further particulars of the Service available on receipt of a stamped addressed envelope from the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

London Borough of
Waltham Forest

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER, SAMUEL SOUTHALL SECONDARY SCHOOL
Merriman's Hill Road, Worcester WR3 8LL
(6 form entry)

Required for January, 1976, an ASSISTANT TEACHER in HOME ECONOMICS to take the subject to C.S.E. and G.C.E. "O" level. Scale 2 post available to suitably qualified candidate. Closing date 28 November, 1975.

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CORBY LODGE PARK COMPREHENSIVE SCHOOL
Shetland Way, Corby
An ASSISTANT to teach NEEDLEWORK is required as soon as possible in this mixed comprehensive school. Scale 2 Post is available and opportunities for extra-curricular work exists within the P.T.A. and flourishing Youth Club. Housing readily available. Apply Headmaster.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CORBY SAMUEL LLOYD COMPREHENSIVE SCHOOL
Telford Lane, Corby
Wanted for January, 1976 :—
A TEACHER of HOME ECONOMICS—an interest in participating in a parent craft course would be helpful. A Scale 2 Post is available for a suitably qualified and experienced teacher but an enthusiastic beginner would be welcomed. Housing available.

Application *forms* from the Headmistress at the School (stamped, addressed envelope, please) to whom they should be returned as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
THE SAMUEL WHITBREAD SCHOOL
Shefford Road, Clifton, Shefford Bedfordshire
Head: Mr. K. S. Dodsworth.

Required for January, 1976, TEACHER of HOME ECONOMICS for approximately 3½ days per week.

This is a 10-form entry mixed comprehensive school which opened in new buildings in September, 1973. The number on roll will eventually reach 1,100 but for 1975/76 there will be 900 plus on roll. The school serves the 13-18 age range in the whole of the South-East Beds. area.

Application forms from Head.

DONCASTER
EDUCATION COMMITTEE
CAMPSMOUNT HIGH SCHOOL
Ryecroft Road, Norton, Doncaster
Tel.: Doncaster 700474

Required for Easter or as soon as possible:—

Scale 1 TEACHER of DOMESTIC SCIENCE and NEEDLEWORK.

Further information obtainable from the Head.

Apply by letter to the Head of the above school, stating full curriculum vitae and the names of two referees, as soon as possible.

DORSET
BROADWEY COUNTY SECONDARY SCHOOL
Broadwey, Weymouth DT3 5AN
(870 mixed)
ASSISTANT MISTRESS for HOME ECONOMICS required for Spring and Summer terms 1976. Possibility of permanent appointment.

Salary Scale 1.

Full details and form of application from the Headmaster.

Closing date, 3rd December.

ESSEX
COUNTY COUNCIL
Generous Removal, Lodging and Disturbance Allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
NOTLEY HIGH COMPREHENSIVE SCHOOL
(Roll 920, mixed)
Notley Road, Braintree CM7 7HL
Telephone: 0376 25401
NEEDLEWORK

Required for January or Easter, *preferably with some experience*, for lively and excellently equipped modern Department.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should returned.

HAMPSHIRE

N.E. AREA

CALTHORPE PARK SCHOOL
Hitches Lane, Fleet, Hants.

(Comprehensive Mixed 11 to 16, 1,300 on Roll)
Required *for* January or May, 1976.
MISTRESS *for* NEEDLECRAFT.
To work in new and well equipped room. Qualified to teach Dress and Design with an interest in Textiles.

NORTH-WEST AREA

TESTBOURNE SCHOOL
Whitchurch, Hampshire

(11 to 16 Comprehensive Mixed, 786 on roll)
Scale 1 post—MISTRESS required for NEEDLEWORK and/or HOME ECONOMICS.

Please write to the School giving curriculum vitae and the names, addresses and telephone numbers of two educational referees. *Further details* obtainable from the Head. Assistance with removal expenses in approved cases.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
(Roll 1,176 Co-Educational)
Appleby Drive, Romford RM3 7BJ
Required January, 1976:—
TEACHER for HOME ECONOMICS and NEEDLECRAFT (preferred). There are five specialist rooms and three other members of the Department.

S.P.A. allowance payable.

There is a scheme for removal expenses.

Letters of application to Headmaster quoting two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, 88 Lampton Road Hounslow, Middlesex
CHISWICK SCHOOL
Burlington Lane, Chiswick, W4 3UN
Headmaster, Mr. R. K. Hands, B.A., A.K.C.
Required for January, 1976, or as early as possible after that date in this eleven-form entry Comprehensive School (Group 13, Sixth Form 185):—
A HOME ECONOMIST, Scale 1, in the Home Economics Department, to teach Needlework and Cookery.

London Allowance £267 payable.

The *Education Committee* has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Letters of application in the first instance to the Head Teacher at the School, giving details of qualifications and names of two referees.

P. J. Lee, Director of Education.

ILFORD
(London Borough of Redbridge)
URSULINE HIGH SCHOOL
Required January—MISTRESS to teach NEEDLEWORK for one term—possibility of "O" and "A" level work and of permanent post.

Scale according to qualifications and experience. London Allowance. Burnham Scale.

Apply with curriculum vitae and names and addresses of two referees to Headmistress.

Metropolitan Borough of
Stockport

SECONDARY
Required for January, 1976, or as soon as possible thereafter
MARPLE HALL SCHOOL
Hilltop Drive, Marple, Stockport

TEACHER OF CHEMISTRY

SCALE 1 (Ref. 20/TES)

Qualified teacher of Chemistry for this large mixed Comprehensive School with over 400 in the sixth form. The successful candidate would be offered a full range of Chemistry teaching, with some combined Science in the Lower School. The school has fourteen well-equipped laboratories, a demonstration room and a team of seventeen science staff with the services of 7 laboratory assistants.

RE-ADVERTISEMENT
MARPLE RIDGE HIGH SCHOOL
Hibbert Lane, Marple
Previous applicants need not apply

TEACHER OF NEEDLEWORK

SCALE 1 (Ref. 17/TES)

To join the Home Economics Department within the Faculty of Design to teach needlework. A new Design Centre is nearing completion. It is hoped to make a permanent appointment from the 1st January, 1976, but people able to take up a temporary appointment or a part-time appointment for one term should apply. Application forms from the Director of Education, Town Hall, Stockport (quoting reference number) and returned to the Head teacher by 2nd December, 1975.

SECONDARY
Domestic Subjects
continued

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

MEDWAY DIVISION

ROCHESTER, WARREN WOOD SECONDARY SCHOOL FOR GIRLS
City Way
(Roll 450)

ASSISTANT MISTRESS to help with NEEDLEWORK throughout the school.

Applications to the Headmistress—two referees.

TUNBRIDGE WELLS DIVISION

BENNETT MEMORIAL C.E.
(Aided) Secondary Girls
Culverden Down, Tunbridge Wells
(Roll 760)

For January, qualified and experienced TEACHER for HOME ECONOMICS to act as second in the department and with a special interest in developing C.S.E. Child Care Courses. The appointee would be in charge of a well equipped detached centre of two rooms.

Applications with full curriculum vitae and names and addresses of two referees direct to the Headmistress.

BENNETT MEMORIAL C.E.
(Aided) Secondary Girls
Culverden Down, Tunbridge Wells
(Roll 760)

For January, at this all-ability school, a specialist TEACHER of NEEDLEWORK, to join a thriving department and to work to "O" and "A" level in either dress or embroidery. Three new well-equipped workrooms. Suitable for a good newly qualified teacher or a more experienced one.

Applications with full curriculum vitae and names and addresses of two referees direct to the Headmistress.

MERTON
(London Borough of)
EDUCATION COMMITTEE
ROWAN GIRLS' HIGH SCHOOL
Rowan Road, Streatham, SW16 6JP
Headmistress, Mrs. D. G. Haugh
(Age range: 13-18 years)

Required April, 1976, a qualified COOKERY TEACHER to join strong Home Economics department. Courses lead to G.C.E. and S.R.E. examinations. An interest in community studies would be an advantage. Excellent facilities available.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmistress to whom they should be returned by 5th December, 1975.

NORTH YORKSHIRE
(County of)
RICHMOND SCHOOL,
Darlington Road, Richmond
(Co-educational: 1,560 pupils: 11 to 18: sixth form 170)

Required for January, 1976:
TEACHER for HOME ECONOMICS for one or two terms.

Well-equipped and active department.

Applications immediately, with curriculum vitae and the names of two referees, should be sent to the Headmaster at the school.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January, 1976:
SMESTOW SCHOOL
HOME ECONOMICS

Scale 1. Work at all levels is available and fuller information can be obtained from the Headmaster (telephone: Wolverhampton 761311).

This is a purpose-built comprehensive school of 1,100 pupils, pleasantly situated on the western side of the borough.

Application by letter (no forms), giving details of qualifications and curriculum vitae within seven days of this advertisement to Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB.

English

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
STOCKWOOD HIGH SCHOOL
Cutenhoe Road, Luton, LU1 3NH
Headmaster, Mr. T. Toman, B.A.

Required for May, 1976, HEAD of ENGLISH DEPARTMENT, Scale 4 to take responsibility for development and organization of inter-disciplinary links with related subjects throughout the school. Senior Teacher post available for suitable candidate.

The Authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.

Full details available from the Headmaster.

COVENTRY (City of)
PRESIDENT KENNEDY MIXED COMPREHENSIVE SCHOOL
(1,870 on roll)

Required Easter, 1976:—
HEAD of ENGLISH, Scale 4.

Strong, well-organized department of 12. Drama an examination subject. Work up to C.S.E. "O" and "A" level.

Closing date 10 days after appearance of advertisement.

Apply by letter, giving full details (age, qualifications, experience) and names and addresses of two educational referees, to the Headmaster at the school, Rookery Lane, Coventry CV6 4GL.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
NORBURY MANOR HIGH SCHOOL FOR GIRLS
Kensington Avenue, Thornton Heath, Surrey CR4 8BT
Tel: 01-679 0062
Head: Miss M. O. Wynne-Williams
Tenable: 1st January, 1976

HEAD of ENGLISH DEPARTMENT required to lead a team of enthusiastic teachers in this comprehensive school for girls aged 11-18 years.

There is a well equipped library and a thriving drama club which come within the responsibility of the department.

Salary—Burnham Scale 3 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from, and returned to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
HOMELANDS SCHOOL
Village Street, Derby DE3 8DF
Headmistress: Miss M. Johnson, B.Sc.

Applications are invited for the post of HEAD of the ENGLISH DEPARTMENT at this co-educational, comprehensive school (1,500 pupils) for April, 1976.

Salary: Scale 4.

Letters of application, including the names of two referees, to the Headmistress, from whom further details can be obtained.

HAMPSHIRE

NORTH-WEST AREA

CRANBOURNE SCHOOL

Wessex Close, Basingstoke
RG21 3NP

(11 to 16 Comprehensive
Coeducational 1,450 on roll)
Required for May, 1976:

HEAD OF ENGLISH
(Scale 4)

Housing accommodation may be obtainable in some cases

SOUTH-WEST AREA

TESTWOOD SCHOOL

Testwood Lane, Totton, Hants.
(11 to 16 Comprehensive
Mixed 1,270 on roll)

HEAD of ENGLISH, TEACHER of quality and experience required January or May, 1976, to lead the team in this imaginative and academically successful Department G.C.E., C.S.E. (Modes 1 and 3) and team teaching well established. Scale 4 post.

Please write to the school concerned, giving curriculum vitae and the names and addresses of two education referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
WINTERTON COMPREHENSIVE SCHOOL
Winterton near Scunthorpe
11 to 16 mixed comprehensive school
Group 6
Headmaster: A. Ecclestone, M.A.

HEAD of ENGLISH required for January or April, 1976. This is a senior departmental Scale 4 appointment. A well-qualified teacher with considerable classroom and organizational experience in comprehensive schools is required, to lead a well-established department and to develop the subject and its associated activities.

Application forms obtainable from, and returnable to, the Headmaster.

NEWHAM
(London Borough of)
PLASHET SCHOOL
Plashet Grove, London E6 1DG
(1,302 girls on roll)
Headmistress: Miss E. Crittenden, B.A.

Required as soon as possible:

An experienced graduate TEACHER as HEAD of ENGLISH (Scale 4) to lead a team of enthusiastic teachers.

This post offers abundant scope for developing courses for all ages and abilities in a large girls' comprehensive school with particularly good opportunity for Sixth Form work.

Burnham Scales plus London Allowance £351.

Further details and application forms are available from the Headmistress at the school. Completed application forms should be returned to the undersigned.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NORTH YORKSHIRE
(County of)
RICHMOND SCHOOL
Darlington Road, Richmond
(Co-educational, 1,560 pupils, 11 to 18. Sixth Form 170)
Required for April or September, 1976:

HEAD of ENGLISH DEPARTMENT, Scale 4, to organise the English teaching and related activities throughout the school. Initiative, efficiency and effective leadership essential.

Further particulars may be obtained from the Headmaster. Applications, with curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster at the school.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Re-advertisement
Required for Easter, 1976.—
BISHOP BRIGHT R.C.(A) HIGH SCHOOL
Longton Hall Road, Longton
Stoke-on-Trent
(Group 9: number on roll 660)
(age range 12 to 16 years)

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of ENGLISH (Scale 4) at this developing comprehensive school.

Application forms available from Rev. D. O. Donnelly, St. Gregory's Presbytery, Heathcote Road, Longton, Stoke-on-Trent, to whom they should be returned by the 1st December, 1975.

A. Law, Area Education Officer.

Other Posts on Scale 2 and above

DERBYSHIRE
EDUCATION COMMITTEE
HENRY FANSHAWE SCHOOL
Dronfield, Sheffield S18 6XD
(Endowed 1568: 880 boys and girls)

For Easter 1976: TEACHER of ENGLISH and one other subject to non-academic pupils in fourth and fifth years. It is hoped that the person appointed will also join the team responsible for pastoral care of these pupils. Scale 2 post for suitable applicant.

The school is a Senior Comprehensive taking pupils at the end of the third year of secondary education.

Letters of application, with curriculum vitae and names of two referees, to the Head Teacher at the school.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WASELEY HILLS HIGH SCHOOL
School Road, Rubery, Rednal, Birmingham. B45 9EL

TEACHER of ENGLISH Scale 2, man or woman. The Governors invite applications from suitably experienced graduates for the above-mentioned post. The person appointed will be required to teach up to, and including "A" level, and could be required to teach across the entire ability range.

There is, as yet, no designated second in this large department. The governors hope to appoint someone to fill this position but in so doing they would not guarantee automatic promotion to Head of Department should that post ever become vacant.

The post becomes vacant at Easter but it may be possible to negotiate a September start.

Letters of application (no forms) to the Headmaster at the school giving details of qualifications, the customary personal data and names, addresses and (if possible) telephone numbers of two referees.

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTER, PERDISWELL SECONDARY SCHOOL
(5 form entry)
Bilford Road, Worcester
WR3 8HN

Required for January 1976, or as soon as possible afterwards, an ASSISTANT TEACHER of ENGLISH. Interest in Drama would be an advantage. Scale 1, post with a possibility of Scale 2 for suitably qualified candidate, new school on north-east boundary of Worcester.

Closing date 28th November, 1975.

Application forms available from and returnable to the Headmaster on receipt of an stamped addressed envelope (foolscap).

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

MAIDSTONE DIVISION

CLARE PARK SCHOOL
East Malling, near Maidstone
Large Mixed High School (1,100 pupils) with full range intake. New purpose-built buildings. Large acreage with excellent facilities.

For January Experienced TEACHER (Scale 2) to play major part in organisation and administration of ENGLISH Department and to make some distinctive and personal contribution to the work of the Department through involvement with one of the school libraries and/or through an interest in the future development of the uses of audio-visual aids.

Applications with curriculum vitae and naming two referees to the Headmaster.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RUTLISH SCHOOL
Watery Lane, Merton Park, SW20 9AD
Headmaster, Mr. R. B. Coyle, B.A.

Required April, 1976, for this boys' comprehensive high school (13-18 years) a TEACHER of ENGLISH. The work is largely to "O" level and a Scale 2 allowance will be paid if the successful candidate is able to work with individual boys who are withdrawn for remedial help in reading.

London Allowance £361. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster to whom they should be returned by 2nd December, 1975.

SUTTON
(London Borough of)
HIGHVIEW HIGH SCHOOL
The Chase, Wallington SM6 8JT.

TEACHER required for April, 1976, or earlier as Second in ENGLISH DEPARTMENT with responsibility for the Library. Scale 2 post available for suitable applicant.

Further details and application form from the Headmaster.

Scale 1 Posts

AVON COUNTY
EDUCATION SERVICE
ASHTON PARK SCHOOL
Blackmoors Lane, Lower Ashton, Bristol, BS3 2JL.
(Mixed, 11 to 18 years Comprehensive)

For January, qualified TEACHER of ENGLISH, able to offer some REMEDIAL READING, one term in the first instance (this could be part-time). Scale 1.

Apply by letter direct to the Head at the school giving details of qualifications and experience and the names and addresses of two referees.

BERKSHIRE
EDUCATION COMMITTEE
WINDSOR/MAIDENHEAD DISTRICT
WINDSOR GRAMMAR SCHOOL
Maidenhead Road, Windsor
(Roll 648 boys with 160 in 6th form)

Required in January, MASTER to teach ENGLISH in Middle and Junior School forms.

This is a temporary post from 1 January to 31 August 1976.

London Weighting £141 per annum.

Apply immediately by letter to the Headmaster enclosing recent testimonials and giving names and addresses of two referees.

BRENT
(London Borough of)
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley. HA0 4JE
(Roll 1,500; 11 to 18)

Required in January for this nine-form entry Comprehensive School: Experienced TEACHER of ENGLISH (Scale 1) to work mainly with pupils aged 14 to 16. Ability to teach English as a second language or to take small remedial groups would be an advantage. The school is multi-cultural and so provides opportunity for a varied approach to literature and oral work. There are established courses for C.S.E., C.E.E., "O", "A" and "S" G.C.E. level.

The London Allowance of £381 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within seven days, giving age, present post, qualifications, experience and references.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
LEON SCHOOL
Bletchley
(Approximately 1,080 pupils aged 12 to 18 on roll)

Required as soon as possible, a TEACHER of ENGLISH, mainly for the lower school age range. An interest in Remedial Education would be an advantage. Scale 1 post. Bletchley is situated in the designated area of the new city of Milton Keynes. The Development Corporation is making a limited number of houses available for which the successful applicant can be considered.

Subject to the County Council's regulations, removal expenses up to £168 and board and lodging allowances will be payable.

Application forms and further details can be obtained from Mr. D. R. Bradshaw, B.A., Headmaster, Leon School, Fern Grove, Bletchley, Milton Keynes MK2 3HQ. (Please enclose a stamped addressed foolscap envelope.)

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
JOHN NEWNHAM HIGH SCHOOL
Selsdon Park Road, South Croydon, Surrey CR2 8JJ
(Tel.: 01-651 1131)
Head, Mr. W. Henderson, B.Sc.
Tenable, Beginning of summer term 1976

A MASTER or MISTRESS to teach ENGLISH at "O" and C.S.E. level and, preferably, "A" level with responsibility within the department of some of the following:

Sixth form affairs.

Expeditions.

Stock.

Part of reorganization of examinations.

Salary: Burnham Scale 1 with London area allowance.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from, and returned to the Head Teacher at the above address as soon as possible.

DEVON
EXETER HELE'S BOYS' HIGH SCHOOL
(Roll 1,011)

Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for ENGLISH. Temporary appointment for two terms in the first instance. Former boys' grammar school becoming a 12 to 16 boys' comprehensive.

Scale 1 post.

The successful applicant will be expected to take up the appointment in January, 1976.

Application forms and further details (stamped addressed envelope please) from Headmaster, Hele's School, Southam, Exeter, returnable by 8th December, 1975.

DORSET
OAKMEAD SCHOOL FOR BOYS
Duck Lane, Bournemouth
(630 on roll)

Required, January, 1976, TEACHER of ENGLISH to C.S.E. level. Scale 1 post.

Assistance with removal and legal expenses.

Application forms from Headmaster on receipt of stamped addressed envelope.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AMBROSE FLEMING SCHOOL,
The Ride, Enfield, EN3 7DB
(Mixed Comprehensive. Roll 1,200 rising to 1,350)
Telephone: 01-804 1503

Required January 1976 a TEACHER of ENGLISH, mainly in the Lower and Middle School.

Application forms obtainable from the Headmaster to whom they should be returned as soon as possible.

ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middlesex
(Founded 1558)

There will be a vacancy in January 1976, in this Voluntary Controlled Sixth-form entry Comprehensive School for boys for an ASSISTANT MASTER to teach ENGLISH. A temporary appointment for the Spring and Summer terms would be considered.

Applications, enclosing a statement of qualifications and experience, one testimonial and the names of two referees, should be made by letter to the Headmaster at the school, whence further information about the school may be obtained.

Mortgage facilities subject to funds being available. Consideration given in the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation (for up to two years), £10 per week lodging allowance (up to four months) in certain cases.

HARINGEY
(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N.22
(Eight-form entry Comprehensive School on two sites: post-war buildings)

Required for January: TEACHER of ENGLISH up to C.S.E. level (Temporary appointment for one or two terms in the first instance.)

An interest in a remedial group would be an advantage. Well-equipped forward-looking department.

Removal expenses (100 per cent allowed). London Allowance (£361) payable.

Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of School as soon as possible.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HEREFORD AND WORCESTER

COUNTY COUNCIL

NORTH BROMSGROVE HIGH SCHOOL
School Drive, Stratford Road
Bromsgrove, Worcs., B60 1BA

Required for January, MASTER/MISTRESS, full or part-time to teach ENGLISH to "O" level and C.S.E. standards. The post is temporary for one or two terms.

Apply by letter with names of two referees and curriculum vitae to the Headmaster, enclose stamped addressed envelope for acknowledgement and return of testimonials.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER, NUNNERY WOOD SECONDARY SCHOOL
(Six-form entry)
Spetchley Road, Worcester WR5 2LT

Required for Summer Term, 1976, or earlier if possible, a well qualified TEACHER of ENGLISH (Scale 1). The school offers courses to C.S.E. and G.C.E. "O" level and the teaching commitment will be to all ability and age groups including examination work.

Closing date 8th December, 1975.

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL
New Road, Harlington, Hayes UB3 5BE
(Number on roll 700—25 in Sixth Form)
Headmaster J. F. D. Rimmer

Required for January, 1976, for one term only in the first instance, TEACHER for ENGLISH.

Please apply by letter to the Head Teacher at the school giving the names of two referees.

London Allowance payable.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
BRANSHOLME HIGH SCHOOL
Head G. E. Daniels, M.A.

Required for January 1976, or as soon as possible thereafter, a well-qualified MASTER or MISTRESS for ENGLISH.

The successful applicant will join a lively team engaged in extending resources for individual work, developing the Joint 16+ English examination and English Studies C.S.E. whilst maintaining "O" and "A" level studies.

This sixteen-form entry comprehensive school for boys and girls aged 13 to 18 years opened in new buildings in September, 1969.

Application forms and further particulars may be obtained from the Head, Bransholme High School, Midmere Avenue, Leeds Road, Kingston upon Hull, to whom completed forms should be returned not later than 28th November, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
TUNBRIDGE WELLS TECHNICAL HIGH SCHOOL FOR BOYS
St. John's Road, Tunbridge Wells
(900 boys, 11-18, 140 in Sixth Form)

For January if possible, TEACHER of ENGLISH LANGUAGE and LITERATURE to "O" level. Interest in drama useful. Post suitable for a newly qualified teacher.

Applications to the Headmaster.

DOVER DIVISION

DEAL SECONDARY SCHOOL
Mill Road, Deal
(1,000 mixed on roll)

TEACHER of ENGLISH required January, 1976.

Applications to the Headmaster at the school.

NORTH YORKSHIRE
(County of)
RICHMOND SCHOOL
Darlington Road, Richmond
(Co-educational, 1,560 pupils 11-18, Sixth Form 170)

Required for January, 1976, for one or two terms. ENGLISH TEACHER for Programme up to "A" "O" level or C.S.E., according to qualifications and experience.

Applications, with curriculum vitae and the names of two referees, should be sent as soon as possible to the Headmaster at the school.

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS
Girls' Public Day School Trust

Required for January, MASTER or MISTRESS to share the teaching of ENGLISH throughout the school up to Advanced level and University entrance. Salary Scale 1 or 2 according to qualifications and experience. A part-time appointment is a possibility.

Apply in writing with copies of testimonials and giving names and addresses of two referees to the Headmistress, 9 Arboretum Street, Nottingham.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WALES COMPREHENSIVE SCHOOL
(11 to 16 Mixed, approximately 1,200 on roll)

Required for January, 1976:
TEACHER of ENGLISH, Scale 1.

The appointment could be permanent or temporary for two terms. Sixth Form development is expected within the near future.

Closing date: 8th December, 1975.

Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Tel. Rotherham 2121, ext. 3367.

B. W. Ellis, Director of Personnel Resources.

SANDWELL
METROPOLITAN BOROUGH
OLDBURY HIGH SCHOOL
(Moat Road, Oldbury
Warley, West Midlands)

Required as soon as possible:
TEACHER of ENGLISH up to "O" level, with an interest in the Library and/or Drama—Scale 2 post available for suitable applicant.

Application forms are available from and returnable to the Head Teacher at the school.

SUTTON
(London Borough of)
GAYNESFORD HIGH SCHOOL
Welbeck Road, Carshalton, Surrey SM5 1LP

Required January, 1976, TEACHER for ENGLISH as member of team sharing work throughout School to Fifth Year.

London Allowance £267 per annum. Social Priority Allowance £201-£276 per annum.

Apply with details of curriculum vitae to Acting Head.

WIRRAL

(Metropolitan Borough of)

CALDAY GRANGE GRAMMAR SCHOOL

West Kirby, Wirral, Merseyside L48 8AU

(1,160 boys)

GRADUATE to teach ENGLISH as soon as possible.
Application forms from the Headmaster.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
PENDEFORD HIGH SCHOOL
Marsh Lane
Wolverhampton WV10 6SE
(11 to 18 coeducational)

The school is housed in new, well-equipped buildings on the northern edge of the town adjoining the Green Belt.

Required for January, 1976, or as soon as possible:
TEACHER of ENGLISH, Scale 1.

A wide range of work is available for a suitable candidate.

Further details from the Headmaster (Wolverhampton 782037).

Applications by letter (no forms) giving details of qualifications and curriculum vitae and naming two professional referees within seven days of this advertisement to Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB.

Geography

Heads of Department

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Required for Easter, 1976:—
LONGTON HIGH SCHOOL
Box Lane, Meir, Stoke-on-Trent
(Group 11; number on roll 1,550)
(age range 12 to 16 years)

HEAD of GEOGRAPHY DEPARTMENT (Scale 3) which forms part of Humanities Faculty.

Closing date, 1st December, 1975.

A. Law, Area Education Officer.

Applications are invited for the above appointment which is vacant from Easter 1976. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher of the school on or before the specified closing date.

Other Posts on Scale 2 and above

BARNET
(London Borough of)
WOODHOUSE SCHOOL
Woodhouse Road, North Finchley N12 9EY
01-445 1210
15 Form Entry Roll 650. Sixth Form 185

Required January, 1976.

Applications invited from experienced and good honours graduate TEACHERS for the post of SECOND GEOGRAPHER.

Geography is taught throughout the school to the "O" "A" and "S" levels of the G.C.E. Scale 2 allowance available for suitably qualified and experienced candidate.

In approved cases assistance may be given by way of temporary housing, the payment of up to 100 per cent removal expenses and separation allowances.

Application forms (and full details) obtainable from the School, should be completed and returned to the Headmaster as soon as possible.

J. Dawkins, Director of Educational Services.

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SECONDARY
Geography
continued

BUCKINGHAMSHIRE
WYCOMBE DIVISION
SIR WILLIAM BORLASE'S SCHOOL
Marlow
Founded 1624
(Number on roll 480)
Headmaster, R. H. Smith, M.A.

Required for January or Easter, 1976, MASTER to teach GEOGRAPHY throughout the school, with possibly one other subject. Scale post available for suitable applicant.

Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.

Applications by letter to the Headmaster as soon as possible.

Scale 1 Posts

BARNET
(London Borough of)
SOUTHAW SCHOOL
Russell Lane, Whetstone N20 0AX
01-368 0126
(Girls' Comprehensive. Roll: 700, 11 to 18 years)

Required January, 1976, MASTER/MISTRESS for GEOGRAPHY to teach girls of all ages and abilities from 1st Year to 5th (C.S.E. and "O" level) and 6th ("A" level). Keenness on field study imperative.

In approved cases assistance may be given by way of temporary housing, the payment of up to 100 per cent removal expenses and separation allowances.

Candidates should apply by letter to the Headmistress immediately giving full details of training, qualifications and experience and the names of two professional referees. (Supply telephone numbers if possible).

J. Dawkins, Director of Educational Services.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
SELHURST HIGH SCHOOL FOR BOYS
The Crescent, Croydon CR0 2LX
Tel.: 01-689 0951
Head: Mr. R. A. Smith, M.A.
Tenable: 1st January, 1976

TEACHER required as a temporary appointment for two terms only to teach GEOGRAPHY, ability to teach the subject to C.S.E. and "O" level but preferably "A" level in this boys 14-18 comprehensive school formed in 1971 from traditional grammar school.

Salary. Burnham Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from, and returned to the Head Teacher at the above address as soon as possible.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
NICHOLAS COMPREHENSIVE SCHOOL
(Roll 1,425, mixed)
St. Nicholas Lane, Laindon, Basildon
Telephone: Basildon 43391

Required January, 1976, for GEOGRAPHY in well established Humanities Department. Subsidiary Social Studies or Commerce advantageous. London fringe allowance £141.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HARINGEY
(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N22
(8-form entry Comprehensive School on two sites. Post-war buildings)

Required for January or as soon after as possible:
TEACHER of GEOGRAPHY up to C.S.E. and "O" level. Ability to teach subsidiary English or Mathematics initially would be an advantage. Field Studies an essential part of the course. Good Audio-Visual Aids.

Removal expenses — 100 per cent allowed. London Allowance (£361) payable.

Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of School as soon as possible.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HERTFORDSHIRE
COUNTY COUNCIL

STEVENAGE DIVISION

COLLENSWOOD SCHOOL
Collenswood Road, Stevenage.
(five-form entry. Number on roll 780 mixed)

TEACHER of GEOGRAPHY required for January 1976. To work in a well established department with examination courses to C.S.E. "O" and "A" level. This post might prove suitable for a teacher seeking a first appointment. Collenswood School is situated on the eastern boundary of the town and the adjacent countryside gives an added stimulus to the Department's practical approach.

Further details from the Headmaster.

Applications to the Headmaster together with names, addresses and status of two referees. Removal expenses may be paid.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WALTHAM TOLL BAR SCHOOL
New Waltham, near Grimsby
Number on roll 1,500; 11-18 years
Headmaster, I. K. Drake, M.A., F.R.G.S.

Required for January, 1976:
TEACHER of GEOGRAPHY

This is a developing comprehensive school in very modern purpose built premises in a rural area, surrounded by open fields. It serves the delightful area from the Lincolnshire Wolds to the East Coast.

The Geography Department is very well established in its own suite of rooms. Interest in field work, the use of audio visual equipment and the new Geography welcome.

Possibility of Sixth Form work for suitably qualified applicant.

Enthusiasm and a willingness to play a full part in an expanding school are sought.

Application forms and further information obtainable from the Headmaster at the school to whom they should be returned within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

MAIDSTONE DIVISION

MAIDSTONE GRAMMAR SCHOOL FOR GIRLS
Buckland Road, Maidstone

An academic Upper School: age range 13 to 18. Roll 767; number in Sixth Form 255.

Required January: TEACHER for GEOGRAPHY to share the work throughout the school including G.C.E. Advanced Level.

Applications to the Headmistress, naming two referees.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
KETTERING HIGH SCHOOL
Lewis Road, Kettering

Required for January, a TEACHER able to offer GEOGRAPHY and RELIGIOUS STUDIES, both to "O" level. Part-time or temporary assistance in either subject or with Mathematics also considered.

Letters of application should be forwarded immediately to the Headmistress, Miss E. L. Lake, at the school from whom detailed information is available.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WATH COMPREHENSIVE SCHOOL
(11 to 18 mixed; over 1,800 on roll; approx. 200 in Sixth Form)

Required for January 1976 or as soon as possible thereafter: TEACHER of GEOGRAPHY (Scale 1) to teach throughout the school.

Closing date: 8th December 1975.

Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Tel. Rotherham 2121, ext. 3367.

B. W. Ellis, Director of Personnel Resources.

History

Heads of Department

DUDLEY
METROPOLITAN BOROUGH

THE BISHOP MILNER R.C. SCHOOL
Burton Road, Dudley
West Midlands DY1 3BY
(11-18 co-educational comprehensive: 500 on roll)

Required for January, 1976. HEAD of HISTORY DEPARTMENT (Scale 3), to teach to "O" and "A" level.

Further information and application forms from the Headmaster.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
BILLERICAY SCHOOL
School Road, Billericay
(Tel.: Billericay 55191)
(Roll: 1,440 main school: 160 Sixth Form)

HEAD of HISTORY, Scale 3.

History is an important part of the well-established Humanities Department in years 1-3, becoming a separate discipline in the Upper School, to C.S.E., "O" and "A" levels.

The successful applicant will lead a team of specialist staff. There are well-equipped specialist rooms and scope for curriculum development.

London fringe allowance of £141 per annum payable.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HEREFORD AND WORCESTER

COUNTY COUNCIL

REDDITCH, THE ABBEY HIGH SCHOOL
Easemore Road, Redditch, Worcs. B98 8HB
(Co-educational Senior High School: 970 pupils, 220 in Sixth Form)

Required for Summer Term, 1976, a MASTER or MISTRESS to act as HEAD of the HISTORY DEPARTMENT. Scale 3. The Redditch Development Corporation may be able to help with housing.

Letters of application, giving details of qualifications and experience and the names of two referees, should be sent to the Headmaster immediately. Please enclose stamped addressed envelope.

HILLINGDON
(London Borough of)
ST. MARTIN'S C.E. SCHOOL
Kingston Lane, West Drayton, Middlesex UB7 9EO.
(Special Agreement, Church of England)
(Number on roll 380, 23 in sixth form)
Headmaster B. D. Ridge.

Required for Easter 1976. MASTER/MISTRESS to take charge of HISTORY throughout the school.

Courses are organised to both "O" and "A" levels. The school operates a Mode 3 syllabus in History for the C.S.E. examination. Suitable applicants able to offer work to Advanced level standard can be considered for a Scale 3 post.

In September 1977 the school will be combined with another to form a six form entry comprehensive.

Apply by letter to the Headmaster at the school giving full particulars and the names of two referees.

London Allowance Payable.

Seventy-five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

Other Posts on Scale 2 and above

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
FOXHILLS COMPREHENSIVE SCHOOL
Foxhills Road, Scunthorpe
Headmaster, C. Buck
Number on roll: 920

Required for January, 1976, TEACHER for HISTORY. The position is second in the Department and a Scale 2 post could be available. S.P. allowance payable.

Apply to the Headmaster at the school by 28th November, 1975.

LINCOLNSHIRE
EDUCATION COMMITTEE
BRANSTON SCHOOL AND COMMUNITY COLLEGE
HISTORY TEACHER
Burnham Scale 2 £2,655-£4,213
Number on roll 1,016

Required for April 1976 in the History Department, C.S.E., G.C.E. "O" and "A" level work and provide support to the Head of Department.

Application forms available from the Principal at the school, Station Road, Branston, Lincoln on receipt of stamped addressed envelope.

Scale 1 Posts

BARNET
(London Borough of)
EAST BARNET SENIOR HIGH SCHOOL
Chestnut Grove, Cat Hill
East Barnet, EN4 8PU
01-449 4554
Nearest Tube Station: Cockfosters
Coeducational comprehensive
13-19 years—Roll 618—Sixth Form 190

Required January (or Easter), 1976 Qualified GRADUATE in HISTORY, to be responsible for teaching "A" level, "O" level and C.S.E. examination courses. The appointment will only be till the end of the current academic year in the first instance.

Applications giving details of age, qualifications, experience, and the names of two professional referees, to the Headmaster.

In approved cases assistance may be given by way of housing, the payment of up to 100 per cent removal expenses and separation allowances.

J. Dawkins, Director of Educational Services.

HAMPSHIRE

NORTH-EAST AREA

ALDERSHOT MANOR SCHOOL

Highfield Avenue, Aldershot
(Comprehensive: girls: 11 to 16: 1,109 on roll)

Required for spring and summer terms, 1976 (possibility of a permanent appointment later):

MASTER/MISTRESS to teach HISTORY throughout the 11 to 16 age range. "O" level and C.S.E. courses are well-established in the school.

Please write to the school, giving curriculum vitae, together with names and addresses of two education referees. Further details obtainable from the Head.

Assistance with removal expenses in approved cases.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Barnhill Lane, Hayes, Middlesex UB4 9HD
(1,058 on roll, 79 in Sixth Form)
Headmaster, I. M. Jefford, B.Sc.

Required for January, 1976, TEACHER of HISTORY, Scale 1. The successful applicant will be expected to teach up to C.S.E. and "O" level.

There is a well established "A" level course.

Application forms from and returnable to the Headmaster.

London allowance payable.

LONDON, S.E.14
ADDEY AND STANHOPE SCHOOL
472 New Cross Road S.E.14
Voluntary Aided Co-educational Grammar School: 590 pupils

Required for January, 1976, part-time (about .3) TEACHER for HISTORY.

Apply as soon as possible (no forms) to Head Master with details of two referees.

SHEFFIELD
EDUCATION COMMITTEE
ROWLINSON SCHOOL
Dyche Lane, Sheffield. S8 8BR
an 11-18 Comprehensive

Required for January, 1976, a TEACHER of HISTORY to take external examination courses up to and including "A" Level. Some Humanities in the Lower School also offered. Scale 2 may be available for suitably experienced candidate.

Application forms obtainable from the Headmaster, to whom they should be returned as soon as possible.

Humanities

Scale 1 Posts

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
SOUTHWOOD SCHOOL
Oakley Road, Corby

ASSISTANT TEACHER, Social Studies, Scale 1. Required for January, or as soon as possible, a well-qualified teacher of Social Studies to be a member of a large and lively department, currently developing an integrated course. Initially the timetable will be largely in the 11-14 age range, but opportunities for examination work in the future could be available for a suitably qualified candidate.

Application forms (stamped addressed envelope) may be obtained from the Headmaster at the School.

Mathematics

Heads of Department

BARKING
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham
(Roll 1,163)

Required for January 1976: or as soon as possible thereafter:
HEAD of MATHEMATICS DEPARTMENT. Well qualified and experienced teacher to be responsible for this successful department. C.S.E., "A" and "O" levels and C.S.E. taken. Sixth Form expanding rapidly and there is great scope for the department to develop. Scale 4.

London Addition £361 per annum. Reimbursement of removal expenses in approved cases.

Application forms available from the Head Teacher, returnable by 4th December, 1975.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ARNOS SCHOOL
(COMPREHENSIVE),
Wilmer Way, Southgate N14 7HY
(Roll 675)

Required for January 1976, HEAD of MATHEMATICS DEPARTMENT, Scale 3.

The school is on one site with its own playing fields and considerable extensions are being added.

The Department is SMP orientated but some traditional mathematics and statistics are taught. Pupils are entered for G.C.E. "O" and "A" levels and for C.S.E. A leader and organiser is looked for who will continue to develop mathematics in this expanding school.

Mortgage facilities subject to funds being available. Consideration given to the following 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms obtainable from the Headmaster, to whom they should be returned as soon as possible.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
GUNFLEET SCHOOL
Rochford Way, Frinton-on-Sea
Tel.: Frinton 2116
(Roll 590)
HEAD OF MATHEMATICS

Required from Easter 1976. Burnham Scale 4. Gunfleet is developing as the upper tier of a two tier comprehensive re-organisation, covering a mainly rural area. Courses established to "A" level, "O" level and C.S.E.; Computer Studies C.S.E.; S.M.P. Mathematics. Excellent opportunity for imaginative curriculum planning with older age groups.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

GLOUCESTERSHIRE
EDUCATION COMMITTEE
MANOR SCHOOL
Eastcombe, Stroud, Gloucestershire
(Mixed, 570)

HEAD of MATHEMATICS, Scale 3. A graduate TEACHER of MATHEMATICS is required from April, 1976. S.M.P.-based courses are run to C.S.E. and "O" level, traditional "A" level.

Letters of application (no forms) naming two referees to the Headmaster.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER, BISHOP PEROWNE C.E. SECONDARY SCHOOL
Harbourne Road
Worcester WR1 1RZ

Required for January, 1976, or as soon as possible thereafter, an ASSISTANT MASTER or MISTRESS (Scale 3) as HEAD of MATHEMATICS DEPARTMENT. Well-established courses leading to C.S.E. and G.C.E. "O" level.

Closing date December 1, 1975.

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

WALTHAM FOREST
(London Borough of)
EDUCATION DEPARTMENT
This Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary paid.
Required for April 1976 or earlier.
WILLIAM MORRIS SENIOR HIGH SCHOOL
Gainsford Road, London E17 6QD
Headmistress: Mrs. J. Dowell B.Comm.M. Phil.
HEAD OF MATHEMATICS
Scale 4

As a result of promotion, there is a vacancy in this mixed Senior High School (roll 650—age range 14 to 19) for the Head of Mathematics Department. The person appointed will be required to lead a team of four full-time mathematicians and to develop teaching schemes to suit all levels of ability. Modern mathematics courses are used throughout the school and the S.M.P. syllabus is followed for "O" level.

Apply by letter in the first instance with the names of two referees to the Head Teacher enclosing a stamped addressed envelope.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1,160)
Dagenham Road, Dagenham

Required January, 1976, or as soon as possible thereafter:
MATHEMATICS—TEACHER to take subject throughout the school. Subject taken to C.S.E. "O" and "A" levels, Scale 3.

London Addition £361 per annum. Reimbursement of removal expenses in approved cases.

Application forms obtainable from the Head Teacher at the school, returnable by 4th December, 1975.

CUMBRIA
EDUCATION COMMITTEE
THORNCLIFFE SCHOOL
Barrow-in-Furness
(Comprehensive: 11 to 16 mixed: Roll 742)

Required May 1976, or sooner if possible: a HEAD of MATHEMATICS (Scale 4) for this Group 10 school.

Applications by letter to the Headmaster, O. W. Spurr, at the school, giving the names of two referees and details of experience.

EALING
(London Borough)
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middlesex
Head: Miss C. J. A. Holt, B.A.

Required as soon as possible, a TEACHER of MATHEMATICS.

This is a Comprehensive School of approximately 900 pupils between 12 and 18 years and has a well-established department with courses in Modern Mathematics (S.M.P.) to C.S.E. "O" and "A" levels, and we hope to develop further courses in the near future. Candidates with experience in pastoral care and willing to accept responsibility in this sphere could be considered for a Scale 2 appointment.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Applications from first appointments welcome.

Letters of application giving details of experience, present post and two referees to the Headmistress, Miss C. J. A. Holt, B.A., as soon as possible.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
THE GILBERD SCHOOL
North Hill, Colchester
Tel.: Colchester 77266
(Roll 800)

MATHEMATICS, Scale 2. Required January. Work to "A" level in co-educational selective school.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HEREFORD AND WORCESTER
COUNTY COUNCIL
MARTLEY, THE CHANTRY SECONDARY SCHOOL
Martley, Worcester. WR6 6QA

Required for January, 1976, or as soon as possible, thereafter, ASSISTANT TEACHER in MATHEMATICS DEPARTMENT, teaching throughout age and ability range 11-16, including some examination work. A willingness to assist in games would be an advantage. Scale 3 post available for suitably qualified and experienced applicant.

Closing date 8th December, 1975.

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

HILLINGDON
(London Borough of)
ST. MARY'S GRAMMAR SCHOOL
Wiltshire Lane, Eastcote, Pinner, Middlesex
(650 on roll—girls—144 in sixth form)
Headmistress: Mrs. N. Hornsby, M.A.

Required for January, 1976, ASSISTANT TEACHER of MATHEMATICS. Modern mathematics to "O" and sixth form work available for a suitably qualified candidate. Scale 2. Apply by letter, to the Headmistress, giving full details and the names of two referees.

London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

MEDWAY DIVISION

CHATHAM, CHRIST CHURCH SECONDARY SCHOOL FOR GIRLS
Magpie Hall Road

Required for Spring Term, 1976, or earlier if possible, TEACHER as ASSISTANT to ADVISER HEAD of MATHEMATICS DEPARTMENT. Kent Mathematics Project flourishes in this department. Scale 3 post available to suitable applicant. Social Priority Schools allowance also payable.

Applications by letter to the Headmistress quoting two referees, please.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
ROTHWELL/DESBOROUGH SECONDARY SCHOOL
Greening Road, Rothwell, Kettering

Applications for the post of SECOND in MATHEMATICS DEPARTMENT (Scale 3) are invited from qualified, experienced teachers. The school will receive its first comprehensive intake in September, 1976, and will develop into a fully comprehensive (11 to 18) school. (Consideration will be given to applicants able to commence duty at the beginning of the Summer Term or Autumn Term 1976.) The successful candidate will be required to assist in the teaching of the subject to G.C.E. "O" level and G.C.E. "A" level standards and in the development of other Sixth Form courses.

Application forms (stamped addressed envelope) obtainable from the Headmaster to whom completed forms, with copies of two recent testimonials, should be returned.

SANDWELL
(Metropolitan Borough of)
SMETHWICK HALL GIRLS HIGH SCHOOL
Auckland Road, Smethwick
Warley, West Midlands

Required as soon as possible:
TEACHER for MATHEMATICS. Scale 2 post (plus Social Priority Allowance) available for suitable applicant.

Newly qualified teachers will be considered.

Application forms are available from, and returnable to, the Head Teacher at the school.

SANDWELL
(Metropolitan Borough of)
BRISTNALL HALL HIGH SCHOOL
Bristnall Hall Lane, Oldbury
Warley West Midlands B68 9PA

Required as soon as possible:
MASTER or MISTRESS to teach MATHEMATICS up to C.S.E. level in the first instance.

Possibility of Scale 2 for suitable applicant. Part-time appointment could be considered.

Application forms are available from and returnable to the Head Teacher at the school.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
LONGTON HIGH SCHOOL
Box Lane, Meir, Stoke-on-Trent
(Group 11)
(Number on Roll 1,550)
Age-range 12 to 16 years

Required for Easter, 1976:—
MATHEMATICS TEACHER (Scale 2) to join a team of eight staff in a large and successful department. G.C.E. "O" level and C.S.E. Modes 1 and 2 are taught in the department.

Closing date—1st December, 1975.

Applications are invited for the above appointment which is vacant from Easter, 1976.

Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before the specified closing date.

A. Law, Area Education Officer.

WARWICKSHIRE
EDUCATION DEPARTMENT

COLESHILL SCHOOL
Coventry Road, Coleshill,
Warwickshire B46 3EX
(1,200 Boys and Girls Comprehensive)

TEACHER of MATHEMATICS required as soon as possible. Ability to teach S.M.P. maths and "A" level statistics an advantage. Scale 2 available.

Apply direct to Head (no forms) giving the names of two referees.

WARWICKSHIRE
EDUCATION DEPARTMENT

NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth
(1,682 on roll)

TEACHER of mathematics. Scale 2 available. Subject taught to "A" level and there is a variety of C.S.E. courses offered including one in Computer Studies.

Application forms and further details available from the Headmaster.

Scale 1 Posts

BERKSHIRE
WOKINGHAM DISTRICT
THE BULMERSHE SCHOOL
(WSHB35D)
Chequers Way, Woodley, Reading

Required for January, 1976, well-qualified, full-time MATHEMATICS TEACHER to join large department. Scale 1. Excellent facilities, including faculty room and computer terminal. "A" level teaching available.

Apply immediately by letter, to the Headmaster, naming one referee.

BRENT
(London Borough of)
COPLAND HIGH (MIXED) SCHOOL
Cecil Avenue, Wembley HA9 7DX
(Roll 1,800, 11-18 Comprehensive, Social Priority School)

Required in January or as soon as possible thereafter:—
TEACHER for MATHEMATICS (Scale 1). The post will carry the responsibilities of second in a large Department, with well-established courses up to "A" and "S" in Pure Mathematics and Applied Mathematics. Ability to offer Modern Mathematics is essential.

The London Allowance of £351 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days, giving age, present post, qualifications, experience and references.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
WELLESBOURNE SCHOOL
Terriers, High Wycombe HP13 5BB
(Roll 806)
Headmaster: J. B. Sharp, B.A.

Required for January, 1976 for one or two terms in the first instance, TEACHER of MATHEMATICS up to C.S.E. and "O" Level in this growing non-selective secondary school in modern buildings. Possibility of permanent post in September 1976.

Applications by letter to the Headmaster within seven days.

CAMBRIDGESHIRE
HUNTINGDON AREA
LONGSANDS SCHOOL
St. Neots, Huntingdon
1,800 on roll, 11-19 years

Required for January 1976 or as soon as possible thereafter, a MASTER or MISTRESS for MATHEMATICS Scale 1.

SMP is followed and CSE, "O" and "A" level courses are well established.

Assistance is given with removal expenses.

Initial application by letter (no forms) to the Headmaster at the school, with curriculum vitae, name and address of two educational referees.

DERBYSHIRE
EDUCATION COMMITTEE
SHIREBROOK SCHOOL
Common Lane, Shirebrook
Mansfield, Notts
(11-form entry: 700 pupils on Roll, Mixed Comprehensive)

Required for April, or as soon as possible, MASTER/MISTRESS to teach MATHEMATICS in the school.

Apply immediately by letter to the Headmaster at the school, giving the names of two referees.

DEVON
BISHOP VAUGHAN CATHOLIC SECONDARY SCHOOL
Tavistock Road, Crownhill, Plymouth

Required for a temporary TEACHING appointment for January, 1976, a teacher for MATHEMATICS. Scale 1 post.

Application forms (stamped addressed envelope) from the Headmaster returnable to him as quickly as possible.

DORSET
HIGHCLIFFE COMPREHENSIVE SCHOOL
(11 to 16)
(914 on roll)
Parkside, Highcliffe, Christchurch

Required January, 1976:
TEACHER for MATHEMATICS throughout the school. Enthusiastic teacher capable of developing work with pupils over a full ability range. S.M.P. taught to C.S.E. and "O" level.

Assistance with removal and legal expenses.

Application forms from the Headmaster on receipt of stamped addressed envelope.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable and details of the availability of housing and nursery education can be obtained at the time of application.

THE KING EDMUND COMPREHENSIVE SCHOOL
Vaughan Close, Rochford
Telephone: Southend-on-Sea 545771
(Roll: 1,400 mixed)
MATHEMATICS
For January. Modern Mathematics S.M.P. scheme and Mode 3 Money Management. Ability sets throughout school.

THE KING JOHN SCHOOL
Shipwrights Drive
Thundersley, Benfleet
Telephone: Southend-on-Sea [illegible]
(Roll: 1,560 mixed)
MATHEMATICS
Required January or April. Very strong experienced Department. Opportunities to pursue personal interests, examination work, computer studies, etc. Suitable for enthusiastic new entrant to profession with concern for pastoral care of children.

NICHOLAS COMPREHENSIVE SCHOOL
St. Nicholas Lane, Laindon
Basildon
Telephone: Basildon 43391
(Roll: 1,426 mixed)
MATHEMATICS
Scale 1. Required January, 1976, for large well-established faculty to teach subject throughout the ability/age range. London fringe allowance, £141.

WILLIAM EDWARDS SCHOOL
Stifford Clays Road, Grays
Telephone: Grays Thurrock 79571
(Roll: 1,100)
William Edwards (comprehensive 11 to 16), a school growing from six-form entry to eight-form entry with purpose-built accommodation under construction situated at the northern extremity of Grays adjoining Green Belt land and serving a mixed area of private and council housing plus the villages of Horndon and Orsett.
MATHEMATICS
Scale 1. To join a team teaching throughout the school to G.C.E. "O" level and C.S.E. Mode 3—an interest in Modern Mathematics an advantage and a genuine desire to help in the expansion of the subject in a purpose-built suite.

London fringe allowance of £141 per annum is payable and the possibility of some Sixth Form teaching exists.

Application forms and further particulars may be obtained from the Head of the school concerned, unless otherwise stated, to whom completed application forms should be returned.

TES 21.11.75

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.
Inner London Area Payment (£351 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Assistance towards the legal cost of home purchase (up to £200) and a grant towards incidental expenses of moving house may be paid in approved cases. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London.
The Authority's scheme of *assistance with the cost of travel* to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headship

CROWN WOODS (S.M.) SCHOOL
Riefield Road, Eltham, S.E.9
Roll 2,200
Headmaster
Please see display advertisement under Deputy Heads (group 14) on page 42.

SENIOR TEACHER

QUINTIN KYNASTON SCHOOL
Marlborough Hill, London NW8 0NL
Tel: 01-722 8141
Roll: 1,300 boys, 11 to 18 years: Comprehensive
Headmaster
Required as soon as possible:

Senior Teacher of the Faculty of Scientific and Technical Studies. This post covers responsibility for work in Science, Technical Studies and Mathematics. (Each of the 3 subject areas has its own Scale 4 head of department). The school is *committed to the development of* resource based learning across the curriculum. A Resource Centre is in the process of being developed for the school, and the science department is also establishing a satellite resource centre to extend the range of learning in science. An interest in course design and development is essential. The *Head of Faculty* co-ordinates the work of departments in setting up new courses and seeing that they are evaluated during their development and on completion. *This faculty* presents the possibility of linking more strongly the curriculum provision for Theoretical Science and Practical Technology. *Applications from all 3 subject areas* will be welcomed. In September, 1976, the school will be re-organised and by a phased development become a mixed school. If you would like to make a preliminary visit please telephone to arrange a convenient time.

ART

Scale 1 Posts

KIDBROOKE SCHOOL
Corelli Road, London SE3 8EP
Tel.: 01-856 2211
Roll: 13 form entry, girls aged 11 to 18 years
Required for January, 1976:

Teacher, full or part-time, for Pottery. The successful applicant will be required to teach pottery to girls of all abilities in the III, IV, V and VI years up to C.S.E., "O" and "A" levels. This is a well-equipped area with *ample opportunity for* staff to play a major role within the Art Department.

PIMLICO SCHOOL
Lupus Street, SW1V 3AT
Tel.: 01-828 0881
Roll: 1,640 boys/girls, 11 to 19 years; Comprehensive
Headmistress: Mrs K. Mitchell

Purpose built in 1970, the school recruits a good balance of ability, enjoys an academic reputation and is engaged in curriculum and social developments over a wide field.
Two Art teachers (one a potter) required after Christmas (part time) *to join a large and lively department* with a high reputation. Visit to school welcomed. Forms of application from the Headmistress.

ENGLISH

Heads of Department

DEPTFORD GREEN SCHOOL (SM)
Amersham Vale, S.E.14
Comprehensive
Required in January or as soon as possible:
Head of English, Scale 4

The school is housed in new buildings with a *6-form entry*—mixed 1st year and 400 girls in the 2nd-6th years.
With expansion to 1,000 pupils in the next few years there will be opportunities for expansion of work. Courses to C.S.E., "O" and "A" levels.
Application forms and further details *from the Headmistress.*

STOCKWELL MANOR SCHOOL (SM)
Stockwell Park Road, Clapham Road, London, S.W.9
Tel.: 01-735 6156
Roll. 1,630
Headmaster
Required for the Summer Term, 1976:
Head of English (Scale 4)

Applications are invited from experienced teachers for this important post. The English department has developed a strong tradition of *Drama*, Literature and priorities of language. The department has an outstanding record in examination work and has pioneered numerous projects with regard to the teaching of English.

Scale 1 Posts

PARLIAMENT HILL SCHOOL
Highgate Road, London NW5 1RL
Tel: 01-485 7077
Roll 1,310 girls, 11 to 18 plus
Comprehensive
Headmistress
Required in January:

Teacher of English up to "O" level, with team interested in mixed ability groups and Mode 3 examinations. Visits welcomed.

ST MARYLEBONE C.E. SCHOOL
64, Marylebone High Street, London, W.1
Tel.: 01 935 4704
Roll 470 girls
Headmistress

This voluntary aided school requires a teacher of English, part time for January 1976.
It is a 3 form entry school situated halfway between Baker Street and Regent's Park Tube stations.
Application form from Headmistress.
Preliminary visit welcomed.

HOME ECONOMICS

Scale 1 Posts

MAYFIELD SCHOOL
24 West Hill, Putney, S.W.15
Tel.: 01-874 5601
Roll 2,040 girls, 11 to 19 years
Comprehensive
Headmistress
Required for January 1976:

Part-time *teacher of Home Economics* for Wednesdays and Fridays only. The department is large, well-equipped and well organized.
Applications, with details of qualifications and experience, and the names of two referees, should be sent direct to the Headmistress.

PLUMSTEAD MANOR (SG) SCHOOL
Old Mill Road, SE18 1QF
Tel.: 01-855 5011
Roll: 1,400 girls
Headmistress

All ranges of ability. Reorganized 1967. New buildings. Providing varied courses, including academic subjects to "A" level. We are a "family" school with a tradition for caring for the interests of both *staff and girls, and we are looking* for a teacher who will help us to continue on these lines.
Required as soon as possible:
Full-time teacher for Home Economics
Application forms obtainable from the School Secretary.

PLUMSTEAD MANOR (SG) SCHOOL
Old Mill Road, SE18 1QF
Tel.: 01-855 5011
Roll: 1,400 girls
Headmistress

All ranges of ability. Reorganized 1967. New buildings. Providing varied courses, including academic subjects to "A" level. We are a "family" school with a tradition for caring for the interests of both *staff and girls, and we are looking* for a teacher who will help us to continue on these lines.
Required as soon as possible:
Part-time teacher for Home Economics.
Application forms obtainable from the School Secretary.

SOUTHFIELDS SCHOOL
Merton Road, Wandsworth, S.W.18
Tel.: 01-870 0191
Roll: 1,300 boys and girls, in purpose-built accommodation.
Full range of ability. Established "A" and "O" level and C.S.E. courses
Headmaster
Required January, 1976:

Teacher of Home Economics in a lively progressive department, with excellent accommodation.

MATHEMATICS

Head of Department

KENNINGTON (SB) SCHOOL
Cormont Road, SE5 9RP
Roll: 800 boys, 11 to 18-plus: comprehensive
Head of Mathematics, scale 4.

The department has a good record of successes in C.S.E. and at "O" level, G.C.E., work at "A" level can be expected. Vigour and enthusiasm looked for in a teacher, who *would have to lead staff* working in two buildings one mile apart. An interest in the whole range of ability is essential.
Vacancy caused by retirement.

Post of Responsibility

STEPNEY GREEN SCHOOL
Ben Jonson Road, E.1
Tel. 01-790 6361
Roll: 960 boys, 11 to 19 years; comprehensive
Headmaster

Courses to C.S.E., G.C.E., "O" level and "A" level and University Entrance.
Required as soon as possible: *Master* (Scale 2) to teach Mathematics and Computer Studies, throughout the school. (A.T.)

MODERN LANGUAGES

Head of Department

KENNINGTON (SB)
Cormont Road, SE5 9RP
Roll 800, 11 to 18+, Comprehensive.

Head of French Scale 3, to lead a growing department. *All* boys in years 1 to 3 take French. Thereafter it is an option to CSE and O level.

Post of Responsibility

ST THOMAS MORE RC SECONDARY SCHOOL
42 Cadogan Street, Chelsea, SW3.
Roll 840 mixed.
Tel: 01-589 9734.
Required January 1976—

A teacher is required to join the Modern Language Department of this school in which French, Spanish and European Studies are taught.
A scale 2 post is available for the person to take charge of the European Studies section and to teach *some Spanish*.
This is a well organized department with courses leading to CSE, O and A level examinations. Please write or telephone for application form.
London Allowance (£351) and special allowance, £276 or £210, payable.

MUSIC

Scale 1 Post

VAUXHALL MANOR SCHOOL (SG)
1,250 girls, 11 to 18
Lawn Lane, London, SW8.
01-735 1447.
London S.P. allowance.

Part-time class Music teacher required for January 1976. Two days a week in a small but lively *department*.
Please phone or write to the Headmistress, Mrs Anne Jones for further details. Visits welcome.

NEEDLEWORK

Scale 1 Post

WOODBERRY DOWN SCHOOL
Woodberry Grove, N4 2SH
Tel: 01-800 7414.
1300 boys and girls, 11 to 19 years, *comprehensive. Headmaster.*
Required January 1976:—

To join integrated Art/Fabric Dept. Teacher of Needlework to O level and CSE, and Embroidery with emphasis on the decorative arts.

RELIGIOUS EDUCATION

Post of Responsibility

ST. MARYLEBONE C.E. SCHOOL
64 Marylebone High Street, London W.1
Tel.: 01-935 4704
Roll 470 girls
Headmistress

This voluntary aided school requires from January 1976 a qualified teacher of Religious Education (Scale 2) to work within the humanities department.
It is a *3-form entry school* situated halfway between Baker Street and Regent's Park Tube stations.
At the moment there are classes of 30 in the first 3 years and smaller option groups in years 4 and 5 for C.S.E. or "O" level. Preference given to practising communicant members of the Church of England.
Application form from Headmistress.
Preliminary visit welcomed.

REMEDIAL WORK

Scale 1 Posts

FOREST HILL SCHOOL
Dacres Road, Forest Hill, S.E.23
Purpose-built comprehensive for 1,400 boys, courses to University Entrance

Required in January or April: Full-time master or mistress to teach a programme of English and Remedial work. The English department is *highly diversified; there will be an* opportunity for the successful applicant to develop interests in film, drama, magazine production, creative writing. Part-time applicants might be considered. Enquiries to Headmaster (01-699 9343) as soon as possible.

RUTHERFORD SCHOOL
Penfold Street, N.W.1
Tel.: 01-723 2481
Roll 740
Headmaster

Required as soon as possible: Part-time teachers for Remedial department. Boys with literacy problems are withdrawn from other lessons at *times and at a frequency according* to their needs and taught in smaller groups in specialist accommodation. Vacancies due to expansion of this provision. (Social Priority Allowance payable.) Further details and application form available from Headmaster.

SHOREDITCH—S.M. SCHOOL
Falkirk Street, N1 6SB
(nearest Tube: Old Street)
Roll 980
Headmistress

Required for one term only, January to April 1976: Remedial teacher to take English and Mathematics with Remedial classes in fourth and fifth year and small Reading groups throughout the rest of the age range, working in a well established remedial department. Holder of post on confinement leave. Apply immediately *to the Headmistress.*

SCIENCE

Post of Responsibility

WOOLWICH POLYTECHNIC SCHOOL
Bandy Hill Road, Plumstead, SE18 7BB
Tel: 01-854 1114
Roll: 970 boys, 11 to 19 years; *comprehensive*
Headmaster: W. C. Roberts, B.Sc.
Required as soon as possible

Physics teacher (Scale 2). Scale 3 *post may be offered to a suitably* qualified candidate. Nuffield Physics is taught to G.C.E. "O" and "A" levels. This is now a comprehensive school which had its first mixed ability six-form intake in September, 1975, and the post offers good opportunities for an enthusiastic teacher.

Scale 1 Posts

MAYFIELD SCHOOL
24 West Hill, Putney, S.W.15
Tel: 01-874 5601
Roll: 2,040 girls, 11 to 19 years: comprehensive
Headmistress
Required for January, 1976

Biology teacher to take General Science in the lower school, Biology for "O" level and C.S.E.
The department is large, talented and enthusiastic and the facilities good.
Applications, with details of qualifications and experience, and the names of two referees, should be sent direct to the Headmistress

PIMLICO SCHOOL
Lupus Street, SW1V 3AT
Tel.: 01-828 0881
Roll: 1,630 boys/girls, 11 to 19 years; comprehensive
Headmistress: Mrs. K. Mitchell

Purpose-built in 1970, the school recruits a good balance of ability, enjoys an academic reputation and is engaged in curriculum and social developments over a wide field.
Required in January:
Graduate Biologist to join team of 11 scientists.
A scheme based on Nuffield Combined Science is taught in the first three years. Various options in the fourth year include all the sciences at C.S.E. and "O" level, and Mode 3 Nuffield Secondary Science. About 100 are studying Biology in the present fourth form, in five *teaching sets, and* there are substantial "A" level groups. There is a good academic record in the Science Department, with pupils going on to universities, polytechnics, etc. Nuffield Physics and Chemistry are in use to "A" level, and there is scope for enthusiastic development in Biology. The teacher appointed *would be a member of a young but* stable team, and would be expected to help to implement developments in the curriculum across the whole age and ability range.

TECHNICAL STUDIES

Post of Responsibility

KENNINGTON (SB) SCHOOL
Cormont Road, SE5 9RP
Roll: 800, 11 to 18-plus: comprehensive

Master for Metalwork (Scale 2)
Generally small groups of boys in a well-equipped workshop

OTHER POSTS

Post of Responsibility

THOMAS CALTON SM
Adys Road, S.E.15
1,000 boys and girls, 11 to 18
Headmaster: Ron Pepper

Available from January, 1976:—
Scale 3 post *for* Teacher/Social Worker, Upper School.
Applications are invited from *energetic teachers with social work* qualifications, or equivalent, and experience for an interesting and rewarding post which involves working closely with the Deputy Head and Heads of Years 4, 5, and 6 in our Upper School. The workload involves helping students with particular problems of adjustment, *motivation and behaviour. The* development of home/school relationships is an important part of this post, which includes opportunities for Counselling. Up to *one third of* the week will be teaching. Further details or arrangements to visit from the Head, by phone or letter.

Scale 1 Posts

PLUMSTEAD MANOR (SG) SCHOOL
Old Mill Road, SE18 1QF
Tel.: 01-855 5011
Roll: 1,400 girls
Headmistress

All ranges of ability. Reorganized 1967. New buildings. Providing varied courses, including academic subjects to "A" level. We are *a "family" school with a tradition* for caring for the interests of both staff and girls, and we are looking for a teacher to help us to continue on these lines.
Required as soon as possible:
Part-time teacher for Speech.
Application forms obtainable from the school Secretary.

TEACHERS' CENTRES

ISLEDON TEACHERS' CENTRE—DEPUTY WARDEN

A full-time deputy warden is required for the Isledon multi-purpose Teachers' Centre, Highbury Station Road, N.5, from 1 January, 1976 or as soon as possible thereafter.
Applications are invited from experienced teachers interested in the whole range *of education from* 5 to 18 years. The deputy warden would be responsible to the Warden and would assist with the organisation and running of the centre.
Salary equivalent to Burnham post Houghton, Scale 4, £4050—£5520 plus London Allowance £351 p.a.
Application forms available from and returnable to EO/TS.12.1, John Harvard Building, Copperfield Street, SE1 0LM. Closing date for receipt of completed applications, 5 December 1975.

PRIMARY SCHOOLS

Deputy Headships

JOHN EVELYN INFANTS' SCHOOL
Alverton Street, S.E.8

Deputy Head (Group 6) required as soon as possible due to promotion. Teaching in this new (1972) open-plan social priority school with *enthusiastic, supportive colleagues is* organized in teams. Interest in resource-based learning and willingness to share in continuous assessment and appraisal of methods and materials (particularly reading tests) would be helpful. There is considerable parent and community support for, and inter-action with the school

Posts of Responsibility

ST. JUDE'S C.E. (J.M.I.) PRIMARY SCHOOL
King Henry's Walk, Islington, N 1
Tel.: 01-254 6598

Teacher required for April 1976. Group 4 salary plus minimum £201 *social priority allowance.*
Experience, organizing ability and acceptance of responsibility for team work essential. Visits welcome. *Application forms, obtainable from* Miss L. M. Head, 9 Langham Close, London, N15 3LD, to be returned by 10.1.76.

ST. THOMAS'S INFANTS' SCHOOL
Dawes Road, Fulham, S.W.6
Tel.: 01-385 0685
Headmistress

Deputy Head, Group 4, wanted.
An enthusiastic and able teacher willing to work in open situation with all age groups with responsibility for Art display. Ability to cooperate at all levels with colleagues and parents. Applicant must hold R.E. Certificate.
Visits to view the school are welcome. Forms obtained from and returned to Rev. Correspondent, St. Thomas's, Rylston Road, Fulham S.W.6 Fourteen days from this notice.

ST. JOHN'S C.E. (J.M. AND I.) SCHOOL
Larcom Street, Walworth, S.E 17

Scale 2 post as Music teacher required for January 1976. Able to offer remedial work or other interest. *Vacancy due to retirement.*
Traditionally structured and well disciplined school, well served by road and Underground transport.
Accommodation (flat) would be available for teacher willing to assist with Church Music. Committed Anglican preferred.
Apply first to Father H. Lovell, St. John's Vicarage, Larcom Street, S.E 17. Tel.: 01-703 4375.

Scale 1 Post

CUBITT TOWN INFANTS SCHOOL
Glengall Grove, Isle of Dogs, E14 3NE
Tel.: 987 3373 *(A.T.)*

.5 teacher required as soon as possible:
This position is for group work with those children who need some individual attention. The school is a bright remodelled building with a young, cooperative staff.
Within easy access of both Mile End and Greenwich. Enquiries and visits welcome.

HAGUE PRIMARY J. M. & I.
Wilmot Street, Bethnal Green, E.2
Tel.: 01 739 9574

Part time, .5, from January, teacher to join enthusiastic and hardworking teams covering the six-to-eight years' range and the 9-11.
This is a small and happy school in a very traditional part of the East End that has strong links with the local community and where parents *are welcome. Six minutes from the* tube and right by B.R. Station on Liverpool Street line. Opportunity to develop own interests. Days and hours by negotiation. Visits very welcome without commitment.

ST. MARY'S R.C. JUNIOR BOYS SCHOOL
St Alphonsus Road, Clapham, S.W.4
Tel.: 01 622 3196

.6 Music Teacher required as soon as possible.

SPECIAL EDUCATION

BOARDING SCHOOLS

Scale 1 Posts

DITTON PLACE SCHOOL
Balcombe, Sussex
Tel.: Handcross 210
Boarding School for Maladjusted Boys (age 7 to 13)

Teacher, non-resident, doing extraneous duties, for class of approximately 8 boys aged 9 and 10 years. All general subjects.
Scale 1 post plus Special Schools Addition (£300) and Extraneous Duties Allowance (£720) (non-superannuable) p.a. for 15 hours a week (average in term time) approved extraneous duties. Apply Headmistress, as soon as possible.

HEATHLANDS SCHOOL
56 Parkside, Wimbledon
SW19 5NJ
Headmistress

New Boarding School for secondary age children with autism and communication difficulties. The majority of the children will be weekly boarders. Experienced teacher required as Deputy Head, Group 4(S), to form part of an integrated team of professionals. Applicants should have had experience in special education and preferably be trained to work with primary age children. Non-resident post. £720 per annum non-superannuable allowance for 15 hours a week (average in term time) approved extraneous duties and £351 per annum London Allowance. Application forms from and returnable to the Education Officer, (EO/TS5), County Hall, SE1 7PB, within 14 days.

HEATHLANDS SCHOOL
56 Parkside, Wimbledon
SW19 5NJ
Headmistress

New Boarding School for secondary age children with autism and communication difficulties. The majority of children will be weekly boarders. Teachers required to form part of an enthusiastic *team of professionals*. Applicants should be primary trained and be able to offer some special interest such as art, craft, music, etc. Scale 2(S) posts available for suitable candidates. Non-resident posts. £720 per annum non-superannuable allowance for 15 hours a week (average in term time), *approved extraneous duties*, and £351 per annum London Allowance. For scale 1 appointments, special schools addition payable. Application forms from and returnable to the Education Officer, (EO/TS5), County Hall SE1 7PB. Eleven—follows

DAY SCHOOLS

EBURY BRIDGE PRIMARY SCHOOL ESN(S)
1 Ebury Bridge Road, London, S.W.1
Tel.: 01-730 9507
Headmistress
Required for January, 1976:

Scale 2 post. Teacher in charge of Special Care Unit based in St. John's Wood, N.W.8. Experience with profoundly handicapped children required.
Visits *welcome.*

HORIZON SCHOOL
Palatine, Wordsworth Road, N 16
Tel.: 01-254 8096
E.S.N., 5 to 16 years
Headmistress

Class teacher required for 12 to 13 year olds. Primary training preferred. (A.T.)

PADDOCK SCHOOL
Priory Lane, S.W.15
Tel.: 01-878 1521
Annexe 9, Spencer Park, S.W.18
E.S.N. (Severe)
Roll, 150 all-age girls and boys
Headmistress
Required as soon as possible

Qualified and experienced teacher for the post of Second *Mistress* (Salary scale: Deputy Head Group 7(S)).
She would be required to be in charge of the Annexe. *There are 35* children, aged three to 11 years, and a unit for eight deaf/blind children. This is a well-established *forward-looking* annexe, maintaining close links with the main school and with an enthusiastic and active P.T.A.
It offers great opportunities and freedom for a teacher to introduce new ideas and to work on the further development of the curriculum in close cooperation with the main school.

PADDOCK SCHOOL
Priory Lane, S.W.15
Tel.: 01-878 1521
Annexe 9, Spencer Park, S.W.18
E.S.N. (Severe)
Roll: 150 all-age girls and boys
Headmistress
Required in January, 1976:

Experienced teacher (Scale 3). This post would initially involve a teaching *commitment* in both the main school and the annexe. It would require involvement in the curricular development of the school and units in both parts of the school and therefore it would be *helpful* if applicants could indicate their own particular interests in this area.

OTHER APPOINTMENTS

RECEPTION HOME (Observation and Assessment)
2 Davey Street, Sumner Road, S.E.14

New purpose-built home for children in the care of the local *authority*.
Required as soon as possible:
An assistant teacher for a two-*teacher* tuition unit, which provides education for children *aged five to* 16 who are temporarily too unsettled to attend local schools or who are awaiting a special school place. Previous *experience* with unsettled children essential. Prior experience in a similar post an advantage.
The teacher appointed must be able to carry *out a flexible* programme of work for individual children and to work cooperatively with the warden and his staff. Salary Scale 2 (*special*) schools addition not payable).
Application forms from the Education Officer (EO/TS5), County Hall, London SE1 7PB, to be returned within 14 *days of* this advertisement.

RECEPTION HOME (Observation and Assessment)
2 Davey Street, Sumner Road, S.E.14

A purpose-built home for children in the care of the local *authority*.
Required as soon as possible:
An assistant teacher for a two-teacher tuition unit, which provides *teacher* tuition for *children*, aged five to 16, who are temporarily too unsettled to attend local schools or who are awaiting a special school place. Previous *experience* with unsettled children essential. Prior *experience* in a similar post an advantage.
The teacher appointed must be able *to carry* out a flexible programme of work for *individual* children and to work cooperatively with the warden and his staff. Salary Scale 2 (special schools addition not payable).
Application forms from the Education Officer (EO/TS5), County Hall, London SE1 7PB, to be returned within 14 days of this advertisement.

Cyngor Sir DYFED County Council

EDUCATION COMMITTEE

Yn eisiau cyn gynted ag sy'n bosibl:

YSGOL Y DDERWEN (UNED FEITHRIN), CAERFYRDDIN
Gwahoddir ceisiadau oddi wrth athrawon gyda chymwysterau addas am y swydd o athrawes feithrin yn yr ysgol hon. *Swydd ar raddfa 1.*
Rhaid i ymgeiswyr fedru siarad cymraeg.
Gellir cael ffurflenni cais o dderbyn amlen a chyfeiriad a stamp arni, oddi wrth y swyddog addysg rhanbarthol, 1. Heol Penlan, Caerfyrddin, a dylid eu dychwelyd *erbyn 5ed Rhagfyr, 1975.*

Required for January, 1976.
BARHAM VOLUNTARY SCHOOL, HAVERFORDWEST
Assistant Teacher to teach in the Infant Department. Ability to speak Welsh desirable.
Application forms are available, on receipt of a stamped addressed envelope, from the Area Education Officer, G.P.O. Box 18, St. Thomas's Green, Haverfordwest, and should be returned by the 5th December, 1975.

Required for Summer Term, 1976.
GREENHILL COUNTY SECONDARY SCHOOL, TENBY (COMPREHENSIVE, 1,250 MIXED)
Applications are invited from well qualified teachers for the post of Head of Geography and Geology Department, *Burnham Scale III. Experience in Sixth* Form teaching to A and S levels desirable.
Applications (no forms), together with the names and addresses of two referees, should be sent direct to the Headmaster at the School as soon as possible.
Required for January, 1976, or as soon as possible thereafter:
PEMBROKE COMPREHENSIVE (GROUP 12, 1,710 PUPILS)
Master/Mistress who can offer Junior French and/or *German*, with English to C.S.E. level. Most of the teaching will be English in the first instance, Scale 1 Post.

Applications (no forms), together with the names and addresses of two referees and giving full details *of qualifications and experience, should be sent direct* to the Headmaster at the school as soon as possible.

Headquarters,
Education Department, HENRY D. THOMAS,
Pibwrlwyd, Carmarthen. Director of Education.

WEST GLAMORGAN County Council

EDUCATION COMMITTEE

SECONDARY EDUCATION

Applications are invited from suitably qualified teachers for the following vacancies in the Authority's service, to commence duty on the 1st January, 1976, or as soon as possible thereafter.

All posts are Scale 1 unless otherwise stated.

ENGLISH
PENLAN COMPREHENSIVE (BOYS)
Penlan, Swansea
(1,412 on Roll.) Age range 11-18. 'O'/C.S.E. level. Ability to help with junior French (Reference 3S15/16.23.75).

FRENCH
SANDFIELDS COMPREHENSIVE (MIXED)
Southdown View, Port Talbot
(1,625 on Roll.) Age range 11-18. 'O'/C.S.E. level. Scale 2. (Reference 6S6/16.23.75.)

MUSIC
CWRT SART COMPREHENSIVE (MIXED)
Briton Ferry, Neath
(887 on Roll.) Age range 11-17. (Reference 5S10/16.23.75.)

PHYSICAL EDUCATION
OXFORD STREET JUNIOR COMPREHENSIVE (MIXED)
Oxford Street, Swansea
(375 on Roll.) Age range 11-13. Also Environmental Studies. (Reference 2S20/19.23.75.)

SPECIAL EDUCATION
SENIOR MISTRESS
PENYBRYN SENIOR (MIXED) DAY SPECIAL SCHOOL
Glasbury Road, Clase, Morriston
(160 on Roll.) (ESN(M) Group 7S.) A teacher with experience in Special Education to make a major contribution to administration and curriculum development, interested in a practical approach for slow-learning pupils. Salary as Deputy Head Groups 7S Schools. (Reference 6SP3/20.23.75.)

WELSH
***CYMMER AFAN COMPREHENSIVE (MIXED)**
Cymmer, Port Talbot
(780 on Roll.) Age range 11-16. C.S.E. level and to assist with Games. (Reference 6S4/21.13.75.)

Application forms and further details of specific posts are available from the undersigned on receipt of a stamped addressed *foolscap* envelope quoting the appropriate post reference.
N.B.—An asterisk before the school name indicates a social priority school.
Completed applications must be returned by Friday, 5th December, 1975.

Education Department, Princess House JOHN BEALE.
Princess Way, Swansea. Director of Education.

ilea INNER LONDON EDUCATION AUTHORITY

Specialist vacancies for secondary teachers

The Authority would be pleased to hear from you if you are a *suitably qualified teacher of*

Commerce
Craft and Technical Studies
Home Economics
Mathematics

Appointment would be to a Scale 1 post in the Authority's general teaching service (Inner London allowance payable).

For an application form, please write to the Education Officer (TS3), The County Hall, London SE1 7PB (telephone 01-633 2137) or call at Room 70 in the County Hall.

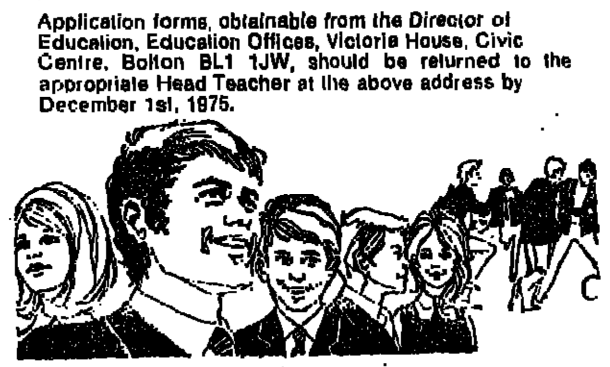
Bolton Metropolitan Borough

Required for January, 1976:

BREIGHTMET HIGH SCHOOL, Newby Road, Bolton
(Co-Educational 610 pupils)
TEACHER OF ART (Scale 1).

WHITECROFT HIGH SCHOOL, Whitecroft Road, Bolton
(Co-Educational 570 pupils)
TEACHER OF MATHEMATICS (Scale 1). Temporary post in the first instance for one term.

Application forms, obtainable from the Director of Education, Education Offices, Victoria House, Civic Centre, Bolton BL1 1JW, should be returned to the appropriate Head Teacher at the above address by December 1st, 1975.



Cheshire

Application forms** (send s.a.c.), **unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, MA
Director of Education

HEADS AND DEPUTY HEADS

Readvertisement
SECOND DEPUTY HEAD
High School for Girls
Menin Avenue, Warrington

(Group 8). Required in April, 1976, *or as soon as possible*, a well qualified, farsighted, adaptable, experienced teacher with good organizing ability and sympathetic understanding, who will be aware of the needs of pupils of all ability levels. A general outline of the duties involved will be sent on request but the details will depend on the personality and special interests of the person appointed.
Application forms should be returned to the Headmistress before Friday, December 19, 1975. Previous applicants will be considered and need not re-apply.

SCALE 1 POST

CHEMISTRY
Macclesfield County High School
Fence Avenue, Macclesfield, Cheshire
(Grammar School: 1,090 girls)

Required in January, 1976. Graduate to assist in the teaching of Chemistry throughout the school with a share of the sixth form work. A temporary appointment will be considered.
Please apply by letter to the Acting Headmistress as soon as possible.

SCALE 1 POST

MATHEMATICS
Widnes Junior College (Sixth Form)
Cronton Lane, Widnes, Cheshire

Required January for two terms, *Mathematics* graduate to teach to Advanced level G.C.E. This can be a full or part-time post. Application forms obtainable from the Principal should be *returned to the College as soon as possible.*

SPECIAL

HEAD OF DEPARTMENT, SCALE 3
Macclesfield District—Education Dept.
Knutsford County High School
Bexton Road, Knutsford

New purpose-built Unit for 36 E.S.N. children.
Required May 1976. Applicants for this post must be well experienced in the Special Educational field with, if possible, an additional qualification in *the teaching of children* with learning difficulties. It would also be an advantage if they had held posts of *responsibility previously*.
Application forms (send stamped addressed envelope) and further details available from the Head of the School. Closing date December 5, 1975.

LANCASHIRE EDUCATION COMMITTEE

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ unless otherwise stated

PRIMARY SCHOOLS

HEADSHIPS

BLACKBURN, ST PETER'S RC INFANT (200 mixed plus Nursery Class) aided
for Summer Term 1976 or earlier
HEAD TEACHER (Group 4)

SPECIAL EDUCATION

SINGLETON HALL *RESIDENTIAL BOARDING SCHOOL* (36 *Senior* Physically Handicapped Boys)
For January, 1976. Non-resident TEACHER—Scale 1 (ability to do Craftwork)—*residential and sleeping-in duties essential.* Allowances: residential duties (average 15 hours weekly) £720 p.a., sleeping-in £1.60 a night. School is in rural area, approximately 5 miles from Blackpool.
Intending applicants may visit, telephone Poulton 882873

SECONDARY SCHOOLS

HEADS OF DEPARTMENTS

BLACKPOOL, TYLDESLEY HIGH (1,000 Mixed Comprehensive)
Required 1st May *or earlier if possible.* HEAD OF ENGLISH DEPARTMENT Scale 4.
Further details/forms from/to Head at the School, Beech Avenue, Blackpool. *Closing date 1st December, 1975.*

CHORLEY, ST ALBANS HIGH (738 Mixed)
For Easter, 1976, or earlier if possible. HEAD OF DEPARTMENT, HOME ECONOMICS, Scale 2.
Forms/further details from/to Headmaster at the School, Bolton *Road, Chorley* by 1st December, 1975.

SCALE 2 POSTS & ABOVE

WHITEACRE SCHOOL, WHALLEY, NR BLACKBURN
(Secondary Boarding School—180 Normal Girls)
For 1st May, 1976, or sooner: (1) MATHEMATICS, and (2) FRENCH—both posts throughout the school and/or to CSE and/or O level. Scale 2 post available to suitable applicant (resident teacher). Free accommodation (self-contained *furnished flat suitable for single teacher* or married couple without dependents). Non-superannuable allowance (£120) and free board in term for residential duties. Candidates may *visit by arrangement*—telephone Whalley 3286.
Forms/further details from/to Chief Education Officer, County Hall, Preston, ref 6/MAM.

BLACKPOOL, PALATINE HIGH (Mixed 1,020)
Required January, 1976, or as soon as possible thereafter, for COMMERCIAL SUBJECTS and GEOGRAPHY. Scale 2 post available for experienced and suitably qualified candidate but applications from newly qualified teachers welcome.
Forms *from District Education Officer (District 4), 3 Caunce Street,* Blackpool, returnable to Headmaster at the school by 1st December, 1975.

PENWORTHAM COUNTY SECONDARY (1,600 mixed)
ENGLISH Second in Department—curriculum planning—reading methods—Scale 3. SAE for form/further details to the Headmaster, *Crow Hills Road, Penwortham, Preston, PR1 0JE,* returnable to him.

BURNLEY, BARDEN HIGH (954 boys)
(1) Scale 2 for MUSIC throughout the School.
(2) Scale 2 in REMEDIAL DEPARTMENT
Forms from/to District Education Officer, 14 Nicholas Street, Burnley, BB11 2AW, by 1st December, 1975. Please send foolscap SAE.

SCALE 1 POSTS

WHITEACRE SCHOOL, WHALLEY, NR BLACKBURN (Secondary Boarding School—180 Normal Girls)
For 1st May, 1976, or sooner (1) MATHEMATICS/SCIENCE and (2) MUSIC—both posts—throughout the *school* and/or to CSE and/or O level (resident teacher).
Free accommodation (self-contained furnished flat suitable for single teacher *or married couple without dependents*). Non-superannuable allowance (£120) and free board in term for residential duties.
Candidates may visit by arrangement—telephone Whalley 3286.
Forms/further details from/to Chief Education Officer (ref 6/MAM), County Hall, Preston.

SKELMERSDALE & HOLLAND, GLENBURN HIGH (1,200 *mixed purpose-built comprehensive*)
For HISTORY/SOCIAL STUDIES/ECONOMICS, mostly with small non-exam groups. Temporary post initially, could become permanent. Housing available at short notice, if required, in New Town. Forms/further details from *Headmaster, Glenburn High School,* Yewdale, Southway, Skelmersdale, Lancs, WN8 6JB.

BLACKBURN, EVERTON HIGH (11-18 comprehensive, 900 mixed)
For 1st January, 1976, or as soon as possible thereafter. For SCIENCE. Main qualifications in Chemistry, but an interest in Integrated Science and Health Education desirable. Further details/form from/to Headmaster, Manxman Road, Blackburn (SAE please).

BLACKBURN, ST WILFRED'S CE HIGH (11-18 comprehensive, 1,376 co-educational) aided
For January, 1976. To share in the teaching of ENGLISH throughout the School to O and A levels.
Forms from/to The Head at the School, Shakespeare Street, Blackburn.

BURNLEY, BARDEN HIGH (954 boys)
For ENGLISH.
Forms from/to District Education Officer, 14 Nicholas Street, Burnley, BB11 2AW, by 1st December, 1975. Please send foolscap SAE.

SECONDARY
Mathematics
continued

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
NORTON SCHOOL
Norton Road, Letchworth.
(Co-educational): 820 on roll.

ASSISTANT to join strong MATHEMATICS DEPARTMENT required for January or April, 1976. Subject taken to "A" "O", C.S.E. levels. Traditional and Modern Mathematics (M.M.E.).

Computer Studies throughout the school up to "A" level. The department has its own terminal.

Excellent opportunity for suitable candidate.

Applications to the Headmaster, naming two referees.

Removal expenses may be paid.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
GOOLE GRAMMAR SCHOOL
Boothferry Road, Goole
Headmaster: P. L. Reed
Number on Roll: 1,310

Applications are invited for a post which becomes vacant in January to teach MATHEMATICS, within the Faculty of Mathematics and Science. The school is a 13-18 Comprehensive school and all students also Upper School, and all students follow courses in the subject as part of their "core" studies. There would be opportunities to teach students of all abilities up to O plus; in addition, the post would also involve teaching the "A" level course in Additional Mathematics to older students. The [illegible] approach throughout the school is based on S.M.P. Mathematics. A Scale 2 post for a candidate with suitable qualifications and experience.

Application forms obtainable from the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MAIDSTONE DIVISION
WROTHAM SCHOOL
(700 mixed)
Borough Green Road, Wrotham
Sevenoaks

An expanding High School in the Thameside scheme.

For January, a TEACHER for MATHEMATICS.

Further particulars of school and post from the Headmaster (Borough Green 881207), to whom applications should be sent.

LEICESTERSHIRE
BELVOIR HIGH SCHOOL
Belvoir Road, Bottesford
Nr Nottingham
Roll 409
In the Leicestershire Plan for the organization of Secondary Education
MATHS/INTEGRATED STUDIES
Scale 1

Required January, part-time TEACHER (four days per week, Monday to Thursday inclusive) to assist with the teaching of INTEGRATED STUDIES to first year children also to help with the teaching of MATHEMATICS throughout the school.

Apply (no forms) with names and addresses of two referees to the Head from which further particulars may be obtained.

MERTON
(London Borough of)
EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL FOR BOYS
Acacia Road, Mitcham CR4 1BF
Headmaster: Mr. B. F. Atherton, M.A., M.Sc.

Required January, 1976, or as soon as possible thereafter, an ASSISTANT TEACHER for MATHEMATICS for this 13 to 18 year age range boys' comprehensive high school with full ability range and courses to "A" and "O" levels and C.S.E. A knowledge of S.M.P. is desirable.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster, to whom they should be returned by December 5, 1975.

NORTH YORKSHIRE
(County of)
RICHMOND SCHOOL
Darlington Road, Richmond
(Co-educational, 1,360 pupils, 11-18. Sixth Form 170)

Required for January or April 1976, TEACHER for MATHEMATICS in a large and flourishing Department with a range of modern courses. SMP Computer Link.

Teaching programme could be adjusted to qualifications and experience. A temporary appointment would also be considered.

Applications immediately, with curriculum vitae and the names of two referees, should be sent to the Headmaster at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:

TUXFORD SECONDARY SCHOOL
Lands Grove, Tuxford, Newark, Notts NG22 0JH
(Mixed, Age 11 to 16)
Headmaster: D. W. Woodward, B.Sc.

For January, MATHEMATICS and GENERAL SUBJECTS (Scale 1).

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

ST. HELENS
EDUCATION COMMITTEE
ST. CUTHBERT'S R.C. SECONDARY SCHOOL
Berry's Lane, St. Helens WA9 3HE, Merseyside

MATHEMATICS (Scale 1) to "O" level, 1st January, 1976, or as soon as possible.

Application forms which are available from the Headteacher at the school should be returned to The Very Father A. Lane, C.P., St. Anne's Retreat, Monastery Lane, St. Helens, Merseyside, immediately.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA

Required for Easter, 1976 — There are vacancies for MATHEMATICS TEACHERS in the Northern Area of the Staffordshire County Council at the following comprehensive neighbourhood (High) Schools —

KNUTTON SECONDARY
BIDDULPH HIGH SCHOOL
CLOUGH HALL COMPREHENSIVE SCHOOL
BLYTHE BRIDGE HIGH SCHOOL
SANDON HIGH SCHOOL

Application forms are available from the Area Education Officer, P.O. Box 25, Unity House, Hanley, Stoke-on-Trent, to whom they should be returned by the closing date stated below.

Closing date—1st December, 1975.

A. Law, Area Education Officer.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE

The borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

Required for January 1976 or as soon as possible.

WILLIAM FITT HIGH SCHOOL
Chingford Road, London E17 4NR
Headmaster Mr. C. P. Jones, B.A.

MATHEMATICS TEACHER is required for a well established department in this purpose built comprehensive High School (11-14 years). A modern approach to the subject would be an advantage. This post could be permanent or temporary for two terms.

Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Modern Languages

Heads of Department

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

BILLERICAY SCHOOL
School Road, Billericay
Telephone Billericay 55191
(Roll 1,700 Main School, 160 Sixth Form)

HEAD of FRENCH (Scale 4) to lead a well-organised and successful department. Possibility of rapid promotion to Scale 5, Second in Foreign Language Department, especially for candidate offering French and German.

London Fringe Allowance of £141 per annum payable.

Application forms and further particulars may be obtained from the Head of the School, to whom completed application forms should be returned.

WARWICKSHIRE
EDUCATION DEPARTMENT
RUGBY HIGH SCHOOL
Longrood Road, Rugby
(570 girls)

Required September, 1976 HEAD of MODERN LANGUAGE DEPARTMENT Scale 4. Principal language French, second German, some Spanish. Language Laboratory.

Apply to Headmistress enclosing curriculum vitae, testimonials and naming two referees.

WILTSHIRE
HARDENHUISH SCHOOL
Chippenham
(Mixed 11 to 18 comprehensive school)
(Number on roll, 1,412; sixth form 176)

Required for the start of the Summer Term 1976:

A well qualified and experienced HEAD of the FACULTY DEPARTMENT of MODERN LANGUAGES. This is a new school resulting from the amalgamation of a mixed, semi-selective 13 to 18 upper school and a girls high school (11 to 18), sharing the same attractive campus. Well established courses exist in French, German and Spanish to all G.C.E. levels and to C.S.E. standards including some Mode 3 work. The Middle School possesses a well equipped Language laboratory. Latin is also taught within the Faculty whose Head is a member of the school's Academic Board. The post carries a Scale 4 allowance.

Application forms and full particulars obtainable from The Headmaster, Hardenhuish School, Hardenhuish Lane, Chippenham, Wilts. (stamped addressed envelope). Closing date November 27th, 1975.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1,160)
Dagenham Road, Dagenham

Required January 1976, or as soon as possible thereafter —

MODERN LANGUAGES—TEACHER for subject throughout the School. Scale 2 or 3 depending upon qualifications and experience.

London Addition £351 per annum. Reimbursement of removal expenses in approved cases.

Application forms obtainable from the Head Teacher at the School, returnable by 5th December, 1975.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HALYARD HIGH SCHOOL
High Street, Leagrave, Luton
Headmaster Mr R. D. Round, B.A.
Number on Roll 1,250

Required for January or April 1976, TEACHER of FRENCH preferably with GERMAN. Second I/C Modern Language Department. Scale 2 or 3 post according to experience. Well equipped department in large 11-16 Comprehensive School taking French, German and Spanish to CSE and "O" level.

The Authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.

Application forms obtainable from the Headmaster.

BROMLEY
(London Borough of)

Subject to certain conditions removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.

Required for January, 1976, SENIOR FRENCH TEACHER, Scale 3, to take responsibility for the teaching of French throughout this mixed 11 to 18 Selective School. The person appointed would be second in a large and enthusiastic languages department should be skilled in the use of the foreign language as the principal teaching medium and would ideally have German as a second language. French is at present the first foreign language and courses lead to C.S.E., "O" and "A" level. The Longmans A.V. Course is being introduced, a language laboratory is available and the school has a French Assistant and an exchange scheme.

Application forms from Headmaster, Chislehurst and Sidcup Grammar School, [illegible], Chislehurst, Kent.

DERBYSHIRE
EDUCATION COMMITTEE
HENRY FANSHAWE SCHOOL
Dronfield, Sheffield S18 6XD
Endowed (360 Boys and Girls)

For Easter, 1976, well-qualified and experienced TEACHER to take charge of GERMAN, Scale 2. There is a language laboratory, and additional facilities, including an audio-active room, opening in 1977. Applications also invited for a temporary post during the spring term. The school is a senior comprehensive taking pupils at the end of the 3rd year of secondary education. There are 6th pupils in the 6th form.

Letters of application, with curriculum vitae and names of two referees to the Headteacher at the school.

ESSEX
COUNTY COUNCIL

Generous Removal, Lodging and Disturbance Allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

HASSENBROOK COMPREHENSIVE SCHOOL
(Roll 1,215)
Hassenbrook Road, Stanford-le-Hope
Tel. Stanford-le-Hope 71596

FRENCH (Houghton Scale 3) HEAD of DEPARTMENT required to lead team of four teaching French, German and French Studies to "O" level and C.S.E. AVA methods used in junior years. Purpose built accommodation including language laboratory now under construction.

London Fringe Allowance of £141 per annum. House purchase and saving scheme for the staff.

Application by letter to the Headmaster. Please include brief details of qualifications, experience, interests and the names and addresses of two referees.

ST. MARK'S R.C. COMPREHENSIVE SCHOOL
(Roll 700)
Tripton Road, Harlow
Tel. 21207

FRENCH Required January, 1976. Scale 2. Skilled in audio-visual methods to be second in Language Department. Well equipped rooms. Well established "A" and "O" Courses. Housing possible. London Fringe payable.

Application forms and further particulars may be obtained from the Head of the School concerned, unless otherwise stated, to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MAIDSTONE DIVISION
MAIDSTONE SENIOR SCHOOL
(740 Mixed)

TEACHER to organise the teaching of FRENCH throughout the school. An interest in background studies in addition to French teaching will be an asset. Scope for flexibility and originality in the development of this subject. Now Scale 2 or 3 post available to suitably experienced, well qualified teacher.

Applications to the Headmistress with curriculum vitae and naming two referees.

LONDON, S.E.9
ELTHAM COLLEGE
H.M.C. Boarding and Day

LINGUIST required for April or September 1976, to teach FRENCH and GERMAN from first form, up to "A" level and beyond in at least one language. Active Modern Languages Department uses audio-visual methods and modern courses throughout, with recently improved equipment. Coaching ability or strong interest in games, especially tennis, desirable.

Burnham Scale 2 plus London Allowance. Staff flats sometimes available.

Letter with curriculum vitae and names of two referees to Headmaster, Eltham College, London SE9 4QF.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CORBY LODGE PARK COMPREHENSIVE SCHOOL
Shetland Way, Corby

An ASSISTANT to teach GERMAN is required as soon as possible in this mixed comprehensive school. Current courses lead to "O" level and C.S.E., but from September, 1976, there will be opportunities to develop Sixth Form work. Use of language laboratory and audio visual aids experience welcome. Housing readily available. Scale 2 post.

Apply Headmaster.

SANDWELL
(Metropolitan Borough of)
DARTMOUTH HIGH SCHOOL
Wilderness Lane, Great Barr, Birmingham B43 7SD

Required as soon as possible — TEACHER of SPANISH with FRENCH—Scale 2 Post available for suitable applicant.

Application forms are available from and returnable to the Head Teacher at the school.

SOMERSET
COURT FIELDS COMPREHENSIVE SCHOOL
Wellington
(11-16, mixed, 702. Emergent Comprehensive)

For April, 1976, experienced TEACHER of FRENCH Scale 2, to be second in Modern Languages Department. Audio-visual methods extensively used.

Application forms and details (stamped addressed envelope) from the Head at the school. Closing date 8th December.

ST. HELENS
EDUCATION COMMITTEE
SELWYN JONES HIGH SCHOOL
(1,770 mixed; 11-18 years. Comprehensive; 150 in Sixth Form)
Ashton Road, Newton-le-Willows WA12 0AQ, Merseyside

FRENCH (Scale 2)—required for 1st January, 1976, or as soon as possible thereafter. TEACHER to be responsible within the FRENCH DEPARTMENT for the development of courses in FRENCH and EUROPEAN STUDIES to C.S.E. level.

Application forms are available from the Headteacher at the school to whom they should be returned immediately.

STAFFORDSHIRE
EDUCATION COMMITTEE
CODSALL COMPREHENSIVE SCHOOL
Elliotts Lane, Codsall, Wolverhampton, WV8 1PQ

Required for Easter, 1976, or earlier if possible, a Graduate TEACHER to be second in the LANGUAGES DEPARTMENT (Scale 2).

The person appointed would be required to teach FRENCH and EUROPEAN STUDIES to all ages and abilities including Sixth Form work, and to undertake a specific responsibility to assist the Head of Department.

The Department uses the Longman Audio-Visual course and has a Language Laboratory.

Ability to teach German, although not necessary, would be an additional recommendation.

Codsall is at present an all-through and unstreamed comprehensive school serving an attractive rural residential area. Reorganisation will take place in September, 1976, into a three-tier pattern. The person appointed would be appointed to the reorganised 13 to 18 High School.

Applications together with the names of two referees, should be made as soon as possible to the Headmaster.

Scale 1 Posts

AVON COUNTY
WITHYWOOD SCHOOL
Molesworth Drive, Bristol BS13 9BL
(1,600 boys and girls)

Required for January a TEACHER for GERMAN up to "O"/C.S.E. and "A" level in this large well established comprehensive school. German is the first foreign language. Facilities include a 32 booth Language Laboratory, specialist rooms and equipment. Some French would be advantageous but not essential. This temporary post could become permanent for a suitable colleague.

Please apply by letter to the Headmaster giving curriculum vitae, special interests, testimonials and referees.

BARNET
(London Borough)
COPTHALL SCHOOL
Page Street, Mill Hill NW7 2EP
(01-203 1071)
(Comprehensive girls' school: roll, 1,100)

Required January to April, 1976, qualified TEACHER of FRENCH, LATIN and GERMAN. Ability to teach these languages to "O" level essential and opportunity to teach to "A" level can be arranged.

In approved cases assistance may be given by way of housing, the payment of up to 100 per cent removal expenses and separation allowances.

Apply to the Headmistress giving full details and qualifications, experience and names of two professional referees.

I. Dawlins, Director of Educational Services.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
HASTINGSBURY SCHOOL
Kempston, Bedfordshire
(Comprehensive Upper Group 13)

Required for January 1976 TEACHER of FRENCH Scale 1 (Ability to teach some Italian an advantage)

Application forms and further details, both of the Department and the School can be obtained by writing to The Headmaster, Hastingsbury School, Hill Rise, Kempston, Bedfordshire.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
REDBORNE UPPER SCHOOL
Ampthill
Telephone: Ampthill 403163
Headmaster, L. J. Culchelh, B.A., B.Sc.
(Roll 1,150, mixed 13-18)

Required for January, 1976 if possible a TEACHER of FRENCH initially for two terms vacancy caused by secondment. Scale 1 post. Courses established to C.S.E. "O" and "A" levels. Specialist rooms, language laboratory. Please state second language. Redborne takes a comprehensive intake from the mid-Bedfordshire area.

Apply by telephone or letter to the Headmaster at the school.

BIRKENHEAD
BIRKENHEAD HIGH SCHOOL
G.P.D.S.T.
86 Devonshire Place
Birkenhead.

Required for September, 1976: Good Honours GRADUATE to share in the teaching of FRENCH throughout the school to university scholarship standard. Allowance available for suitably qualified candidate according to experience. Beginner also welcome.

Please apply direct to the Head Mistress giving the names and addresses of two referees and details of qualifications and experience.

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

ST. MARK'S R.C. COMPREHENSIVE SCHOOL
Tripton Road, Harlow
Telephone: 21207
(Roll 700)
FRENCH

Required January 1976 Scale 1. Skilled in audio-visual methods. Well equipped rooms. Well established "A" and "O" courses.

Housing possible. London Fringe payable.

Application forms and further particulars may be obtained from the Head of the School, to whom completed application forms should be returned.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ROUNDWOOD PARK SCHOOL
Harpenden
(Group 10)
(Telephone 4084)

TEACHER for GERMAN required January or as soon as possible thereafter. C.S.E. "O" and "A" level examination work available for suitable candidate. Ability to assist with the teaching of French in the earlier years also required. Fully developed five form entry all-ability school (Roll 870) situated in good supportive residential area. 32 booth Language Laboratory and pupil exchange operate. Fringe Allowance £141 is payable.

Write to the Headmaster giving relevant information and naming two competent referees.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
STEVENAGE GIRLS' SCHOOL
Valley Way, Stevenage, SG2 9AB

SPECIALIST in FRENCH required as soon as possible to assist in teaching throughout the school.

Further details on request.

Please apply as soon as possible with curriculum vitae and names of two referees direct to the Headmistress.

Removal expenses may be paid.

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Hewens Road, Hayes End, Hayes, Middlesex UB4 8JP
(1,197 on roll—136 in sixth form)

Required for January or as soon as possible thereafter: FRENCH SPECIALIST able to offer some subsidiary Spanish or German. These languages are taught to University entrance level, but the school has also developed an interesting approach to the teaching of French to less able pupils. There is a language laboratory and new recording suite. The department has the services of a native assistant in each language and all members are encouraged to take an active part in the Authority's imaginative programme of foreign exchange visits. Apply by letter in the first instance to the Headmaster at the school giving names and addresses of two referees.

London allowance payable.

HILLINGDON
(London Borough of)
SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Uxbridge UB10 0EJ
(Number on roll: 932—100 in Sixth Form)
Headmistress: Miss E. Sutherland

Required for January, 1976, part-time TEACHER of GERMAN.

Work includes "O" and "A" level examination studies in German literature and Language as well as daily lessons with 1st, 2nd and 3rd year classes and a non examination 4th year "German Without Tears" group.

Please write giving particulars of training qualifications and experience, to the Headmistress at the School.

London Allowance payable.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, 101 Lampton Road, Hounslow, Middlesex
CHISWICK SCHOOL
Burlington Lane, Chiswick W4 3UN
Headmaster, Mr. R. K. Hands, B.A., A.K.C.

Required for January, 1976, or as early as possible after that date in this 11-form entry comprehensive school (Group 15; sixth form 180):

TEACHER of FRENCH, Scale 1, in the modern languages department. German could be useful but is not essential. French, German, Russian and Spanish are taught, mainly by audio-visual means.

London Allowance £267 payable.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Letters of application in the first instance to the Head Teacher at the school, giving details of qualifications and names of two referees.

D. J. Lee, Director of Education.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WHITGIFT SCHOOL
Crosland Road, Grimsby
(1,180, Mixed Comprehensive)
Headmaster, W. G. Bains, B.Sc., B.A.

Required for January, 1976 — TEACHER of FRENCH to assist principally in servicing the Middle School link with two neighbouring feeder schools. There would be a major commitment to teaching in one or both Middle Schools with some teaching (Lower School or otherwise by agreement) in this school as part of the Modern Languages team.

The school is 10-form entry organized in houses, taking pupils in the range 12-plus to 18-plus. It is newly built on a large, well laid out site and has extensive facilities.

Application forms and further information obtainable from the Head Teacher at the school, to whom they should be returned within 10 days of this advertisement.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL

Required as soon as possible in this coeducational comprehensive school of 1,460 pupils, catering for the age range 11 to 14 years TEACHER of FRENCH, Scale 1. Ability to teach Introductory German to third year of school would be an advantage.

Application forms and further particulars from the Headmaster, Ballakermeen Junior High School. Closing date 1st December 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWANLEY SCHOOL
Swanley, Kent BR8 7TT

Established large comprehensive school with a full range intake, mixed, 11 to 18.

Required in January: TEACHER for FRENCH. Full range of teaching available including "A" level. Scale 2 post for a teacher able to organise lower school work (years one and two).

Application is by letter to the Headmaster at the school, giving details and naming two referees.

LEICESTERSHIRE
STONEHILL HIGH SCHOOL AND COMMUNITY COLLEGE
Stonehill Avenue, Birstall
Roll 628
In the Leicestershire Plan for the organization of Secondary Education. High 11-14
Subject FRENCH, Scale 1
January temporary appointment considered.

Apply (no forms) with names and addresses of two referees to the Head from whom further particulars may be obtained.

LINCOLNSHIRE
EDUCATION COMMITTEE
THE ROBERT PATTINSON COMPREHENSIVE SCHOOL
Burnham Scale 1 £2,253-£3,744
NOR 1,140

Required for January, 1976, or as soon after as possible specialist TEACHER of FRENCH capable of contributing up to "O" level and across the full ability range. Ability to offer German an advantage but not essential.

Application forms available from the Headmaster at the school, Moor Lane, North Hykeham, Lincoln, on receipt of stamped addressed envelope.

MIDDLESEX
THE JOHN LYON SCHOOL
Harrow.
(Independent, day, H.M.C., 450 boys from 11 to 18)

A MASTER will be required in April or September, 1976 to teach FRENCH and GERMAN at all levels including University Scholarship level.

Salary above London Burnham. It is hoped to make a permanent appointment for April but a temporary man would be considered for the Summer Term.

Apply with full personal details and names of at least two referees to the Headmaster, The John Lyon School, Middle Road, Harrow HA2 0HN.

NEWHAM
(London Borough of)
TRINITY SCHOOL
Barking Road, Canning Town, London, E16 4DD
(1,006 Boys on Roll)
Headmaster: D. L. Johnson, B.Sc.(Econ.).

Required January, 1976:— A TEACHER of GERMAN, able to offer some English—Salary Scale 1, Burnham Scale.

Plus London Allowance £351.00. Plus Social Priority Allowance £201.00 or £276.00.

Application forms may be obtained from the undersigned and should be returned as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Wingfield Road, Trowbridge.
(Mixed 11 to 18. Comprehensive in first two years)

Wanted for January 1976. (Temporary post, two terms only) suitably qualified and experienced TEACHER to take FRENCH throughout the school, including "A" level work. Please send curriculum vitae and names and addresses of two referees.

Further details (stamped addressed envelope) from the Headmaster.

Music

Heads of Department

CROYDON
(London Borough of)
EDUCATION COMMITTEE

Invite applications from suitably qualified and experienced TEACHERS

INGRAM BOYS' HIGH SCHOOL
Springfield Road, Thornton Heath, Surrey, CR7 8DZ
Telephone 01-653 0001
Head Mr. D. W. J. Hoare.
Tenable immediately.

HEAD of MUSIC DEPARTMENT required. The school has excellent equipment, practice rooms and a range of instruments. Ability to co-ordinate the work of peripatetic music teachers is looked for. The school has an orchestra of 30, which receives many invitations to play at out of school functions. An enthusiastic music teacher is sought, prepared to continue and develop this large department.

Salary, Burnham Scale 2 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from and returned to the Head Teacher at the above address as soon as possible.

ESSEX
COUNTY COUNCIL

Generous Removal, Lodging and Disturbance Allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

MONKWICK SECONDARY SCHOOL
Monkwick Avenue, Colchester
CO2 8NN.
Telephone: Colchester 47011.
(Roll 640, mixed)
HEAD OF MUSIC

Required for April 1976. Scale 3 in this 11 to 18 school going comprehensive shortly. Applicants should be able to teach to "A" level. Good facilities available.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
NORTH-WEST AREA
THE JOHN HANSON SCHOOL
Crogo Close, Andover, Hants
(11 to 16 comprehensive mixed years 3 to 5 original grammar) (719 on roll)

HEAD of MUSIC—Scale 3 for suitable applicant.

An experienced and suitably qualified TEACHER is required as soon as possible to Head the Music Department. A Scale 3 is available for this increasingly demanding post. Applicants must be prepared to work with the County Advisers on the proposed adaptations for a Music area and to co-ordinate the efforts of the peripatetic staff. Music is taught to all years.

Please write to the School giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ST MARY'S HIGH SCHOOL
(Group 10)
Churchgate, Cheshunt EN8 9ED
(All-ability, 860 pupils, 11-18)

Applications are invited from well-qualified, experienced candidates for the post of DIRECTOR OF MUSIC (Scale III) (to commence Summer Term, 1976) at this five-form-entry all-ability school. There is a detached Music School with excellent facilities and at present the music department comprises two full-time teachers and six part-time teachers. Applicants should be in sympathy with the aims and objectives of a Church of England School. London Fringe Allowance payable.

Applications with full curriculum vitae and details of two referees to the Headmaster.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appletree Avenue, Yiewsley, West Drayton UB7 8DA
(Number on roll, 1,002: 50 in sixth form).
Headmaster, K. E. R. Bryant, B.Sc.
Required for January or Easter, 1976 —

HEAD of MUSIC, Scale 3.

Facilities include a music room, practice rooms and a two manual organ. Music is taught to all classes in the first three years and as an option in 4th and 5th years to G.C.E. "O" level. The person appointed would be expected to develop a CSE course alongside the "O" level course and to extend the scope of the instrumental and choral work.

Application forms from and returnable to the Headmaster.

London Allowance payable.

Seventy-five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for 1st January, 1976, or such later date as may be agreed:—

BRECON HIGH SCHOOL
(Tel.: 2361-2)

Ref.: 18-1/S/5. Suitably qualified and experienced TEACHER for MUSIC (Scale 3). Duties would include teaching C.S.E. G.C.E. "O" and "A" level with the possibility of some "A" level work. The school has a strong choral and orchestral tradition.

Further particulars and application forms obtainable from the Headmaster (stamped addressed envelope, please) to whom they should be returned by 5th December, 1975.

Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated

Closing date is ten days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application should be made to the headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Requests for forms and details should be accompanied by a stamped addressed envelope.

SPECIAL SCHOOLS

SCALE 3 POST

W.1124 **STANNINGLEY SCHOOL (ESN(S)) (Number on roll: 120: 4-16 years)**
Town Street, Stanningley, Leeds, LS28 6HZ (Telephone: Pudsey 74537).
Headteacher: Mr W. B Woodman.
Required for April, 1976, experienced teacher to work as team leader in a modified team teaching situation with 35 children aged 13 to 18 years. The Department team consists of five teachers and two non-teaching assistants.
Responsibility will include time-tabling, curriculum development, staff counselling and continuous assessment of the educational needs of children.
Intending applicants should contact the headteacher for fuller details.

PRIMARY SCHOOLS

DEPUTY HEADTEACHERS

E 1106 **WHITE LAITH PRIMARY SCHOOL (Number on Roll: 350+. Jan. 1976)**
Naburn Drive, Whinmoor, Leeds. LS14 2BL (4 F to 9)
Headteacher, Mr F Ambler, Telephone: Leeds 640487.
Required for April, 1976: a Deputy Headteacher for this Group 5 (under review) Primary School. The vacancy arises due to the promotion of the present Deputy Headteacher.

N.E.1118 **POTTERNEWTON LANE PRIMARY SCHOOL (Number on roll: 320; 5-9 years)**
Potternewton Mount, Leeds, LS7 2DR (Telephone: Leeds 620021).
Headteacher: Mrs J. Villiers.
Required for 1st April, 1976, an enthusiastic and able teacher of wide experience in informal methods, with the ability to lead and initiate the further development of the school. A willingness to contribute to the Leisure Education programme in the school is essential. Applicants are invited to visit the school by arrangements with the Headteacher. The school is in Group 5 for salary purposes.

SCALE 2 POST

N.E.1119 **HAMILTON PRIMARY SCHOOL (Number on roll: 335 plus 70 Nursery)**
Hamilton Terrace, Leeds, LS7 4DR (Telephone: Leeds 624080).
Headteacher: Miss G Turner.
Required for the Summer Term, 1976, an experienced, enthusiastic teacher to work at the School Annexe with 8-9-year-old children with learning problems. An ability to play the piano and an interest in boys' games would be an advantage.

N.W.1098 **YEADON WESTFIELD INFANTS' SCHOOL (Number on roll: 250; 4-7 years)**
Westfield Grove, Yeadon, Leeds, LS19 7LY. Telephone: Rawdon 505449.
Headteacher: Miss S. M. Longbottom.
Required for Easter, 1976, experienced Infant teacher for this modern open-plan school. Scale 2 post for suitably experienced teacher.

N.W.1099 **WESTFIELD JUNIOR SCHOOL (Number of roll: 250; 7-11 years)**
New Road, Yeadon, Leeds, LS19 7HW. Telephone Rawdon 503395.
Headteacher: Mr J. Illingworth.
Required for Easter, or sooner if possible, Teacher-in-Charge for the Westfield Unit which caters for children with behaviour problems and learning difficulties. A close liaison exists between the Unit and the Child Guidance Service. The person appointed will have full responsibility for the work of the Unit which will have in the region of 14 children with an age range of 7-11 years, and a staff of assistant teacher and an NTA.
Extra qualifications and/or experience with maladjusted children will be an advantage. Special Schools' Allowance.

N.W.1100 **OTLEY ASHFIELD PRIMARY SCHOOL (Number on roll: 190; 5-8 years)**
Weston Lane, Otley, Leeds, LS21 2DB. Telephone; Otley 3341.
Headteacher: Mrs O Gedling.
Required for January, in this semi-open-plan school, a teacher to work an integrated day with a class of 7-8-year-old children, and to have some responsibility for Mathematics/Science throughout the school.

W.1125 **PUDSEY ST JOSEPH'S RC JUNIOR AND INFANT SCHOOL (Number on roll: 210; 5-11 years).**
Mount Pleasant Road, Pudsey, West Yorkshire, LS28 7AZ. Telephone Pudsey 5407.
Headteacher: Mr J. E. Bramer.
Required for January or Easter, 1976, an experienced Infant teacher for a class of third year children. Ability to play the piano would be advantageous. It is hoped that the successful candidate will be able to take a leading part in the musical activities of the Infant Department and will also be familiar with the use of structured mathematical apparatus in her class teaching. She should be experienced in preparing children for First Communion.
Application forms should be returned to the Chairman of the School Managers, the Rev E. Horkin, St Joseph's Presbytery, Mount Pleasant Road, Pudsey, to arrive not later than 14 days after the appearance of this advertisement.

W.1126 **CHRIST CHURCH UPPER ARMLEY C OF E PRIMARY SCHOOL (Number on roll: 210; 5-9 years).**
Theaker Lane, Leeds, LS12 3NU. Telephone: Leeds 638606.
Acting Headteacher: Mrs B. Dalby.
Required for January, 1976, a suitably qualified and experienced teacher to take charge of a reception class and be responsible for the younger age group. The post will involve additional responsibility for Craft with particular interest in pottery.

SCALE 1 POSTS

W 1127 **RAYNVILLE PRIMARY SCHOOL (Number on roll 706; 5-9 years).**
Cross Aston Grove, Bramley, Leeds, LS13 2TQ. Telephone: Pudsey 79590.
Headteacher: Mr F. H. Sargeant.
Required for January, 1976, teacher for reception class. This post may be suitable for a teacher seeking a first appointment.

N.E.1120 **HAREHILLS PRIMARY SCHOOL (Number on roll: 780; 3½-9 years)**
Roundhay Road, Leeds, LS8 5AN. (Telephone Leeds 620148).
Headteacher: Miss B Trickett.
Required for 1st January, 1976, teacher to be responsible for a Reception Class aged 4 plus to 5 plus.

SCALE 1 POSTS

E 1107 **ST CHARLES' RC JUNIOR SCHOOL (Number on roll: 250; 7-11 years).**
St Mary's Street, Leeds, LS9 7DP. Telephone Leeds 741500.
Headteacher: Sister Joseph.
Required for January, 1976, an enthusiastic, experienced teacher for a mixed ability class of lower junior children (7-8-year-olds). The ability to play the piano would be useful. Application forms, available from the Director of Education, Great George Street, Leeds, LS1 3AE, should be returned to Rev Canon Farrell, St Patrick's Presbytery, New York Road, Leeds, 9.

E.1108 **ST HILDA'S C OF E PRIMARY SCHOOL (AIDED) (Number on roll: 154; 5-9 years).**
Cross Green Lane, Leeds, LS9 0DG. Telephone: Leeds 493392.
Headteacher: Mrs B. J. Forster.
Required for January, 1976: teacher for a vertically-grouped class of 5-7-year-olds. Application forms, available from the Director of Education, should be returned to the Headteacher at the school.

MIDDLE SCHOOLS

SCALE 2/3 POST

S 1097 **BELLE ISLE MIDDLE SCHOOL (Number on roll: 567).**
Middleton Road, Leeds, 10. (Telephone: Leeds 702321/2).
Headteacher: Mr P. B. Latham.
Required for Easter, or earlier if possible, an experienced teacher to undertake general class teaching. Interest in girls' games and Home Economics desirable (Fully equipped Home Economics Unit). A Scale 2/3 post is available for a teacher meeting the standard required. SPS allowance is also payable.
Applicants for Post S1041 need not re-apply.

SCALE 2 POST

W.1128 **SWINNOW MIDDLE SCHOOL (Number on roll: 447; 9-13 years).**
Swinnow Road, Leeds, LS13 4PG. Telephone: Pudsey 4832.
Headteacher: Mrs C. Biberian.
Required for January or Easter, 1976, an experienced teacher to take responsibility for the coordination of the teaching of MATHEMATICS throughout the school. The person appointed will teach mainly Mathematics but will be expected to do some general class teaching with his/her own class. Duties will include advice and guidance on Mathematics and the care and ordering of equipment.

SCALE 1 POST

N.E.1121 **EARL COWPER MIDDLE SCHOOL (Number on roll: 409; 9-13 years).**
Cowper Street, Leeds, LS7 4DR. (Telephone: Leeds 621725).
Headteacher: Mr B. D. Clarke.
Required for January, 1976, teacher of science. This is an exciting opportunity for a young colleague to share in the work of a progressive Science Department. Ability to share in the sporting and extra curricular life of the school an advantage. Applications from those seeking a first post welcome.

HIGH/SECONDARY SCHOOLS

SENIOR TEACHER SCALE

N.W.1102 **MOOR GRANGE HIGH SCHOOL (BOYS) (Number on roll: 488; 13-18 years).**
Parkstone Avenue, Leeds, LS16 6EW. Telephone: Leeds 757800.
Headteacher: Mr T. L. Matthews, MA.
Required for 1st May, 1976, HEAD of Lower School. Applicants should be Graduates with appropriate experience. The position entails the general pastoral supervision of Third and Fourth Form pupils, liaison with contributing Middle Schools and curriculum organization and guidance for such pupils. The successful candidate would be expected to do some teaching.

SCALE 4 POST

N.E.1123 **ROUNDHAY SCHOOL (Co-educational 13-18, 1,370 pupils incl. 335 in Sixth Form).**
Gledhow Lane, Leeds, LS8 1ND. Telephone: Leeds 650051.
Headteacher: Mr C. H. Glover, MA.
Required for April, 1976, a well-qualified and experienced graduate as HEAD OF THE PHYSICS DEPARTMENT (Scale 4). Strong academic work to University entrance in very large Science Sixth Form, together with developing courses in a comprehensive situation in the Main School. Excellent facilities in large Science Department of 16 staff.

SCALE 3/4 POST

E 1112 **TEMPLE MOOR HIGH SCHOOL (Number on roll: 600 boys; 13-18 years).**
Field End Grove, Selby Road, Leeds, LS15 0PT. Telephone: Leeds 645278.
Headteacher: Mr D. I. Breese, MSc.
Required for January, 1976, if possible: HEAD OF BIOLOGY DEPARTMENT with emphasis on Nuffield-type courses to CSE, GCE, O and A levels and an interest in General Science. In the case of a suitably experienced teacher, the appointment could me made on Scale 4 to include Fifth Year Tutorship with responsibility for 200 boys. Applicants should state special interests. A temporary appointment on Scale 1 will be considered, if necessary, for the Spring term, 1976.

SCALE 3 OR SCALE 2 POST

N.W.1103 **MOOR GRANGE HIGH SCHOOL (Number on roll: 488; 13-18 years).**
Parkstone Avenue, Leeds, LS16 6EW. Telephone Leeds 757800.
Headteacher: Mr T. L. Matthews, MA.
Required, as soon as possible, or from beginning of the Summer Term, 1976, teacher to supervise and take part in the Remedial teaching of below average pupils. Scale 2 or 3 depending on experience and qualification.

SCALE 2 POST

N.W.1104 **LAWNSWOOD SCHOOL (Number on roll: 1,318; 13-18 years).**
Ring Road, West Park, Leeds, LS16 5AG. Telephone: Leeds 782321.
Headteacher: Miss H. C. M. Longworth, BSc.
Required for January, a GEOGRAPHY Graduate to share teaching at all levels, including "A" level, in this senior comprehensive school with a large Sixth Form. The school participates in the Schools Council 14-18 Project. A temporary appointment may be made for two terms. A Scale 2 post is available for a candidate with good experience.

SCALE 1/2 POST

E 1113 **TEMPLE MOOR HIGH SCHOOL (Number on roll: 600 boys (13-18 years))**
Field End Grove, Selby Road, Leeds, LS15 0PT
Telephone: Leeds 645278
Headteacher: Mr. D. I. Breese, M.Sc.
Required for January, 1976, if possible: teacher for Modern Languages mainly to 'O' and 'A' level French and European Studies, but some German teaching available. Help with rugby, swimming, cricket welcome. A temporary appointment for the Spring Term, 1976, will be considered, if necessary.

SCALE 1 POSTS

E.1114 **JOHN SMEATON HIGH SCHOOL (Number on roll: 1,184 (13-18 years))**
Barwick Road, Leeds, LS15 8TA Telephone: Leeds 644251
Headteacher: Mr. T. G. B. Howe, M.C.
Required for January, 1976: assistant teacher (Scale 1) to teach Home Economics.

E.1117 **TEMPLE MOOR HIGH SCHOOL (Number on roll: 600 boys (13-18 years))**
Field End Grove, Selby Road, Leeds, LS15 0PT
Telephone: Leeds 645278
Headteacher: Mr. D. I. Breese, M.Sc.
Required for January, 1976: teacher for Chemistry to C.S.E., 'O' and 'A' levels and General Science courses. Applicants should state special interests. Help with Art/Golf, Drama, Music or Games welcome.

SCALE 1 POST

N.W.1105 **AIREBOROUGH GRAMMAR SCHOOL (Number on roll: 960; 11-18 years)**
New Road, Yeadon, Leeds, LS19 7HP
Telephone: Rawdon 503897
Headteacher: Mr. J. W. Horn, M.A.
Required for January, a temporary teacher of CHEMISTRY to 'O' level, also to teach some MATHEMATICS. The appointment is for the SPRING and SUMMER terms only, but might be made permanent for a suitable candidate at a future date. The candidate appointed would be required to teach Chemistry to 'O' level standard for third, fourth and fifth year selective Grammar School intakes, and Combined Sciences and S.M.P. Mathematics to first and second year Comprehensive intakes. Please apply by letter with curriculum vitae and names of two referees to the Headmaster, as quickly as possible.

E.1115 **JOHN SMEATON HIGH SCHOOL (Number on roll: 1,184 (13-18 years))**
Barwick Road, Leeds, LS15 8TA Telephone: Leeds 644251
Headteacher: Mr. T. G. B. Howe, M.C.
Required for January, 1976: assistant teacher (Scale 1) to teach Science. A Biologist is required to assist in the teaching of Integrated Science and Biology to C.S.E. (Mode III) and 'O' level. Opportunity for Sixth Form work for suitably qualified candidate.

SECONDARY
Music
continued

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for 1st January, 1976, or such later date as may be agreed.

LLANDRINDOD HIGH SCHOOL.
Llandrindod Wells, Powys
LD1 6AN
(Tel. 3992/4)
Number on Roll 900

Bwl. 182 'C.S. A well qualified and experienced GRADUATE to be HEAD of a well established and flourishing MUSIC DEPARTMENT (Scale 3). The school has a long tradition of orchestral, choral, and operatic activities.

Application forms and further particulars (stamped addressed envelope) obtainable from the Headmaster to whom completed forms should be returned by 10th December, 1975.

Robert W. Bevan, Director of Education, Education Department, County Hall, Llandrindod Wells.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Required for Easter, 1976
SEABRIDGE C. SECONDARY SCHOOL
Roe Lane, Newcastle, Staffs.
(Group 7)
(Number on Roll 476. Age range 11 to 16 years)

TEACHER, Scale 3, to be responsible for the MUSIC DEPARTMENT at this modern Secondary School which is situated in a pleasant residential area to the west of Newcastle.

The school has an outstanding music tradition and is well known locally for its fine choral and operatic work.

Closing date: 1st December, 1975.

Applications are invited for the above appointment which is vacant from Easter 1976. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before the specified closing date.

A. Law, Area Education Officer.

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
COUNTY COUNCIL
HUNTINGDON AREA
ERNULF SCHOOL
Barford Road, St. Neots
Huntingdon
MUSIC—Scale 2

Required for January, 1976, or as soon as possible thereafter a teacher to be responsible for the organisation of work in Music throughout the school. Although the school is only half way through its development as an 11-18 Comprehensive School, there is already a flourishing tradition in Music. The school has recently opened a self-contained Music Centre which is very well equipped.

Previous applicants need not apply. Assistance is given with removal expenses.

Please send letter of application with curriculum vitae and the names of two referees to the Headmaster at the school as soon as possible.

WILTSHIRE
COUNTY COUNCIL
DOWNTON COUNTY SECONDARY SCHOOL

Qualified TEACHER required as soon as possible to teach MUSIC throughout the school to C.S.E. and "O" level, and to generally promote a keen interest in all aspects of the subject.

Opportunity for choral and instrumental work.

Salary Scale 2.

Application forms and further details from Headmaster.

Scale 1 Posts

AVON COUNTY
EDUCATION SERVICE
ASHTON PARK SCHOOL
Blackmoors Lane, Bower Ashton
Bristol, BS3 2JL
(Mixed 11-18 years
Comprehensive)

For January or as soon as possible thereafter, full-time or part-time qualified MUSIC TEACHER for one term in the first instance; possibility of permanent appointment later. Scale 1.

Apply by letter direct to the Head at the school giving details of qualifications and experience and the names and addresses of two referees.

BOURNEMOUTH BH4 9NJ
TALBOT HEATH
Required September, 1976 ...

Young woman GRSM. First study Piano; must be competent to accompany Grade VIII instrumentalists and Senior Choir. Third in thriving department of three full-time and 17 part-time staff. Class singing, including Junior Choir; class music to "O" level; interest in preparatory age 8-10. Scale 1. Non-resident. Three-stream Direct Grant School for Girls, phasing to Independent. Church of England foundation.

Please apply with full particulars to Headmistress.

DORSET
OAKMEAD SECONDARY SCHOOL FOR BOYS
Duck Lane, Bournemouth
1040 on roll

Required, January, 1976, TEACHER of MUSIC. Well-equipped music centre. Scale 1 post. Assistance with removal and legal expenses.

Application forms from Headmaster on receipt of a stamped addressed envelope.

LINCOLNSHIRE
EDUCATION COMMITTEE
LONG SUTTON THE PEELE SECONDARY SCHOOL
Scale 1 £2,253-£3,744
740 on Roll

ASSISTANT TEACHER required for January or April for MUSIC in Lower School, and to help with one or two other subjects.

Forms from the Headmaster at the school, 88 Little London, Long Sutton, Spalding (Tel. Long Sutton [illegible]).

SHEFFIELD
EDUCATION COMMITTEE
ST. JOHN FISHER R.C. SCHOOL
Beaver Hill Road, Sheffield
S13 [illegible]
(An 11 to 16 Comprehensive School)

Required for January 1976 a TEACHER of MUSIC for the Spring Term only. A part-time appointment would be considered. Scale 1.

Application forms available from the Headmaster, to be returned to the Correspondent to the Governors, Rev. I. Reilly, The Presbytery, 311 Queen Mary Road, Sheffield S2 [illegible], as soon as possible.

Pastoral

Heads of Department

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
THE BEDWELL SCHOOL
Telford Avenue, Stevenage
SG2 0AN
(Group 10)

HEAD of Middle School, Scale 5, required for Summer Term. Responsibilities include oversight of the progress of [illegible] and fourth years and of [illegible] [illegible] third year general [illegible] to fourth year options.

Apply by letter to the Headmaster. Further details on request. Removal expenses may be paid.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12 6[illegible]
(1,302 Mixed on Roll)
Headmaster: Mr. R. G. H. Andrews, B.A.

Required as soon as possible: HEAD of VI AND, Scale 5.

Vacancy has arisen due to promotion.

Previous applicants for this post will be reconsidered and further application is not required.

Further details can be obtained from the Head Teacher, Mr. R. G. H. Andrews at the school. Tel.: 01-478 8024.

Burnham Scale, plus London Allowance £351, plus Social Priority Allowance £201 or £276.

Application forms are obtainable from the undersigned (quoting TE9) and should be returned as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NEWHAM
(London Borough of)
PLASHET SCHOOL
Plashet Grove, London E6 1DG
(1,382 girls on roll)
Headmistress: Miss E. Cruttenden, B.A.

Required as soon as possible: An experienced TEACHER as ASSISTANT HEAD of Middle School, Scale 3, to share the responsibility for the care and welfare of the girls in the third and fourth years.

Burnham Scales, plus London Allowance £351.

Further details and application forms are available from the Headmistress at the school. Completed application forms should be returned to the undersigned as soon as possible.

J. S. Wilkie M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

Other Posts on Scale 2 and above

DORSET
KEMP WELCH SCHOOL
Herbert Avenue, Parkstone, Poole
(1,550 pupils, mixed, age 12 to 16 years)

Required January or April, 1976. DEPUTY HEAD of Year (woman). Scale 2 post. At least two of the following subjects required: English, Geography, History, Social Studies. Second in charge of fifth year until September, 1976, then second in charge third year 1976-77, fourth year 1977-78 etc. Assistance with removal and legal expenses.

Please telephone or write for application form and/or to visit the school. Telephone Parkstone 730750.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ARNOS SCHOOL
(Comprehensive)
Wilmer Way, Southgate N14 7HY
Roll 675

Required for January, 1976, an experienced graduate TEACHER for the post of Sixth Form MASTER or MISTRESS, who will work with the Head of Upper School, Scale 2. New accommodation for sixth form has just been taken into use. Appointee will be responsible for discipline, performance and social activities of sixth formers.

The school is on one site with own playing fields attached.

Mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 a week lodging allowance (up to four months) in certain cases.

Application forms obtainable from the Headmaster to whom they should be returned as soon as possible.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
WALKER SCHOOL

Required from Easter, 1976, or earlier if possible, a suitably qualified and experienced TEACHER to be attached to the rehabilitation unit in this coeducational, well established, comprehensive school for 1,450 pupils. The person appointed to this Scale 3 post will be responsible for the organisation of the unit in the Lower School (11 to 12-year-olds) under the direction of the Head of Rehabilitation Unit.

Applications by letter in the first instance, giving full details of curriculum vitae and names and addresses of two referees, to the Headmaster, Walker School, Middle Street, Newcastle upon Tyne NE6 4BY (telephone number Walker 6200[illegible]).

NEWHAM
(London Borough of)
FOREST GATE SCHOOL
Forest Street, London E7 0HR
(1,021 mixed on roll)
Headmaster: Mr. F. G. Dipstale, M.A.

Required as soon as possible: TEACHER for PASTORAL responsibility to assist head of section of school in welfare organisation and discipline with guidance, support and control as needed. Scale 2.

Burnham scales: plus London allowance £351 plus social priority allowance £201 or £276.

Application forms may be obtained from the undersigned and should be returned as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

Physical Education

Heads of Department

HAMPSHIRE
NORTH-EAST AREA
CALTHORPE PARK SCHOOL
Hitches Lane, Fleet, Hants
Comprehensive Mixed 11-16
(1,300 on roll)

Required for May, 1976: MISTRESS to be responsible for GIRLS' PHYSICAL EDUCATION, Scale 4. Facilities include school site of 27 acres; Gymnasium and new Sports Centre.

Please write to the School giving curriculum vitae, together with names, addresses and telephone numbers of two education referees. Further details obtainable from the Head.

Assistance with removal expenses in approved cases.

KIRKLEES
METROPOLITAN COUNCIL
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley
WF17 0LD
(11 to 16 Girls' High)

Required for Easter 1976 (or January if possible) woman to be HEAD of FACULTY of PHYSICAL EDUCATION (Scale 4). This is a senior appointment and the successful candidate will be responsible for the effective organisation and administration of all Physical Education activity. From next September the facilities will be excellent as a new sports complex is now nearing completion.

Application forms and further particulars from the Headmaster at the school to whom they should be returned as soon as possible.

MERTON
(London Borough of)
EDUCATION COMMITTEE
POLLARDS HILL MIXED HIGH SCHOOL
Wide Way, Mitcham, Surrey
CR4 1BP
Headmaster: Mr. G. D. N. Giles, M.A.

Qualified ASSISTANT TEACHER required April 1976 as HEAD of PHYSICAL EDUCATION DEPARTMENT in this mixed high school for pupils aged 13 to 18 years. Scale 3 or 4 available for suitably experienced candidate able to accept responsibility for all Physical Education in the school.

London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster to whom they should be returned by 3rd December, 1975.

Other Posts on Scale 2 and above

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
FOXHILLS COMPREHENSIVE SCHOOL
Foxhills Road, Scunthorpe
Headmaster: [illegible] Buck
Number on Roll 720

Required for January, 1976, TEACHER for boys' PHYSICAL EDUCATION and GAMES. A willingness to teach History or Geography an advantage. Scale 1. Social Priority allowance payable.

Apply to the Headmaster at the school by 28th November, 1975.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL

Required as soon as possible in this Co-educational Comprehensive School of 1,450 pupils catering for the age range 11-14 years. TEACHER of GIRLS' PHYSICAL EDUCATION. Scale 2.

Application forms and further particulars from the Headmaster, Ballakermeen Junior High School. Closing date, 1st December, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESEND SCHOOL FOR BOYS
Church Walk, Gravesend
(Roll: 637 Sixth Form 193)

Required for 1st April, 1976, a MASTER to teach PHYSICAL EDUCATION and GAMES and to take charge of cricket. Scale 2. This is a 13 to 18 Upper School for boys of academic ability and there is a strong and varied sporting tradition. Applicants should also have strong second subject, preferably in the area of social sciences or English. There is the opportunity for a suitably qualified teacher to combine teaching his academic subject to a high level with physical education and games.

Application forms and further particulars from the Headmaster at the school.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
Middle Lane, Knottingley,
West Yorkshire

Required for Summer Term, 1976, MASTER in charge of OUTDOOR EDUCATION. A Scale 3 post is available for a suitably qualified and experienced teacher. The possession of qualifications in mountaineering, canoeing and/or sailing an advantage.

The successful applicant will take charge of both school based outdoor activity courses throughout the school, and responsibility for the school's own Outdoor Pursuits Centre in Ribblesdale. Programmes to devote a fair amount of outside school time to the venture is a necessary requisite. The school has its own bus and minibus. Vacancy arises from promotion of present post holder.

Applications by letter to the Headmaster by 10th December, 1975.

WARWICKSHIRE
EDUCATION DEPARTMENT
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth
(1,080 on roll)

TEACHERS of PHYSICAL EDUCATION (man and woman). Scale 2 available. The Physical Education Department offers a comprehensive range of activities, some in mixed classes, including a CSE course in Outdoor Pursuits.

Application details and application forms from the Headmaster.

Scale 1 Posts

AVON COUNTY
WHITEWOOD SCHOOL
Molesworth Drive, Bristol
BS13 9BL
(1,000 boys and girls)

Required for January or as soon as possible, MISTRESS for PHYSICAL EDUCATION in this co-educational comprehensive school.

Ability to participate in a wide range of activities would be a recommendation.

In the first instance, this is a temporary post but could be part-time if required. A permanent post will be available and could carry Scale two allowance for a suitable colleague. Facilities include a large indoor heated pool, two fully equipped gymnasia and spacious playing fields.

Please apply by letter to the Headmaster giving curriculum vitae, special interests, testimonials and referees.

BERKSHIRE
WOKINGHAM DISTRICT
THE EMMBROOK SCHOOL
(WSA 1544)
Emmbrook Road, Wokingham

Required immediately for 1st January at the latest TEACHER of BOYS' PHYSICAL EDUCATION. Excellent facilities, own outdoor pursuits centre and strong Physical Education tradition.

Application forms and further details from Headmaster as soon as possible. (Stamped addressed envelope please.)

BURY
(Metropolitan Borough of)
BURY CHURCH [illegible] SECONDARY SCHOOL
Haslam Brow, Bury
(Number on Roll 611)

Required for January 1, 1976 for as soon as possible thereafter: TEACHER (Scale 1) for GIRLS' PHYSICAL EDUCATION. Scale 2 post available for suitably qualified candidate.

Forms of application obtainable from and returnable to the Head Teacher at the school by November 28, 1975 ([illegible]).

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable and details of the availability of housing and nursery education can be obtained at the time of application.

THE KING EDMUND COMPREHENSIVE SCHOOL
(Roll: 1,400 mixed)
Vaughan Close, Rochford
Telephone: Southend-on-Sea 546771

GIRLS' PHYSICAL EDUCATION MISTRESS required January. Established Department, excellent playing fields, heated covered pool. Second subject essential.

SIR CHARLES LUCAS COMPREHENSIVE
(Roll: 1,700)
Hawthorn Avenue, Colchester
Telephone: Colchester 76217

PHYSICAL EDUCATION MISTRESS Required for January 1976. Excellent facilities in the large school. Strong interest in hockey desirable.

Application forms and further particulars may be obtained from the Head of the school concerned, unless otherwise stated, to whom completed application forms should be returned.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WASELEY HILLS HIGH SCHOOL
School Road, Rubery, Rednal,
Birmingham B45 9EL

Required for January, 1976 MISTRESS for GIRLS PHYSICAL EDUCATION and GAMES Scale 1. State subsidiary subject(s) offered.

Physical Education facilities include a Sports Hall, Gymnasium and extensive playing fields. A wide range of activities is offered within the Physical Education curriculum.

Waseley Hills is a mixed eight-form entry comprehensive school for the age range 12 to 18 years. It is pleasantly situated in extensive grounds close to Bromsgrove and close to Access 1 of the M5 motorway.

Letters of application (no forms) immediately to the Headmaster including names and addresses and if possible telephone numbers of two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, 88 Lampton Road, Hounslow, Middlesex.
CHISWICK SCHOOL
Burlington Lane, Chiswick W4 3UN
Headmaster: Mr. R. K. Hands, B.A., A.K.C.

Required for January, 1976, or as early as possible after that date in this 11-18 mixed comprehensive school (Group 13; sixth form 180): TEACHER of PHYSICAL EDUCATION, Scale 1, in the physical education department (girls). Facilities at the school include a gymnasium, new sports hall, playing fields and all major sports are catered for and most minor.

London allowance £267 payable.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Letters of application in the first instance to the Head Teacher at the school, giving details of qualifications and names of two referees.

P. J. Lee, Director of Education.

LINCOLNSHIRE
EDUCATION COMMITTEE
AVELAND SECONDARY SCHOOL
Billingborough
Roll 432

ASSISTANT, Scale 1

Required from spring term, 1976, or as soon as possible thereafter, TEACHER for GIRLS' PHYSICAL EDUCATION and GENERAL SUBJECTS. Interest in the teaching of swimming essential. School has well equipped gymnasium and outdoor heated swimming pool.

Application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincs (stamped addressed foolscap envelope).

LONDON, S.E.16
BACON'S S.M. SCHOOL
Deptford Road, S.E.16
PHYSICAL EDUCATION—BOYS

Required as soon as possible a TEACHER of PHYSICAL EDUCATION with particular interest in gymnastics and basket-ball to join an enthusiastic Physical Education department in this six form entry mixed comprehensive school. A temporary appointment until September, 1976, would be considered. High standards of behaviour and appearance are maintained.

Apply to the Headmaster at the school giving full details and names of two referees.

NEWHAM
(London Borough of)
FOREST GATE SCHOOL
Forest Street, London E7 0HR
(1,021 mixed on roll)
Headmaster: Mr. F. G. Dipstale, M.A.

Required January, 1976: An ASSISTANT TEACHER (Scale 1) for BOYS' PHYSICAL EDUCATION to work under the Head of Department.

Scale 2 post available to candidate offering good experience.

Burnham scales: plus London allowance £351 plus social priority allowance £201 or £276.

Application forms may be obtained from the undersigned and should be returned as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

SHEFFIELD
EDUCATION COMMITTEE
FIRTH PARK SCHOOL
Barnsley Road, Sheffield S5 6SZ.
(A 12 to 18 comprehensive)

Required for January, 1976 a TEACHER of PHYSICAL EDUCATION, girls. Scale 1.

Letters of application, together with the names and addresses of two referees should be sent to the Headmaster at the School as soon as possible.

Religious Education

Heads of Department

BARKING
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL
(Roll: 1,165)
Dagenham Road, Dagenham

Required for January, 1976: or as soon as possible thereafter
HEAD of RELIGIOUS EDUCATION DEPARTMENT — Experienced teacher to be responsible for the department in this one-site co-educational school. Subject taken to C.S.E., "O" and "A" level. Scale 4.

London addition £351 per annum. Reimbursement of removal expenses in approved cases.

Application forms available from the Headteacher, returnable by 4th December, 1975.

BRENT
(London Borough of)
JOHN KELLY BOYS' HIGH SCHOOL
Crest Road, NW2 7SN
(Roll 800, 11 to 18 Comprehensive, Social Priority School)

Required in January or as soon as possible thereafter:
HEAD of RELIGIOUS EDUCATION (Scale 3). An enthusiastic teacher is sought to organise the subject in this multi-racial school. An interest in integrating Religious Education with other subjects would be welcome.

The London Allowance of £351 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances (candidates should apply by letter to the Head of the school within seven days, giving age, present post, qualifications, experience and referees).

DORSET
HARDYE'S SCHOOL
Dorchester
(Voluntary aided grammar: 620 boys; 160 in sixth; 100 boarders)

Required September, 1976, HEAD of RELIGIOUS STUDIES, Scale 3, to develop examination and non-examination work through-out school. The school is to become 13 to 18 upper comprehensive for 850 boys but the date of reorganisation is uncertain. Assistance with removal expenses.

Details (stamped addressed envelope) from Headmaster, to whom applications (no form), naming two referees, should be sent.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
KIMBERWORTH COMPREHENSIVE SCHOOL
(11 to 16 mixed: over 1,000 on roll)

Required for April 1976: HEAD of RELIGIOUS EDUCATION (Scale 2).

Closing date: 8th December 1975.

Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Tel. Rotherham 2121, ext. 2267.

B. W. Ellis, Director of Personnel Resources.

WEST SUSSEX
CHATSMORE CATHOLIC HIGH SCHOOL
Goring Street, Worthing
(Comprehensive 11 to 16 years. 420 boys and girls)

Required from the Summer Term, 1976, or earlier if possible, well qualified and experienced Catholic TEACHER as HEAD of RELIGIOUS EDUCATION DEPARTMENT, Scale 3. The successful candidate will be expected to continue the development of the curriculum of this Department in a re-organised and expanding school in co-operation with the school Chaplain, who is also a member of the teaching staff.

Grants towards removal and resettlement expenses payable in approved cases.

Application forms and further information obtainable from the Headmaster at the school, on receipt of a stamped addressed foolscap envelope.

Other Posts on Scale 2 and above

HARINGEY
(Borough of)
THE SCHOOL OF ST. DAVID AND ST. KATHARINE

A new voluntary aided Church of England Comprehensive Mixed School in St. Mary's Road, Hornsey, N.8, due to open in January, 1976.

Headmaster: Mr. J. B. Ashwin, M.A.

Required for January, 1976, or as soon as possible thereafter: RELIGIOUS EDUCATION TEACHER, Scale 2, to be second in the department.

Forms of application and further details (stamped addressed envelope) available from the Headmaster, The School of St. David and St. Katharine, c/o St. Mary's C.E. School, High Street, Hornsey, N.8 (telephone 340 3372) to be returned to him as soon as possible. Closing date for receipt of applications, 5th December, 1975.

Removal expenses—100 per cent allowed. London Allowance (£351) payable.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

STAFFORDSHIRE
EDUCATION COMMITTEE
HAGLEY PARK COMPREHENSIVE SCHOOL
Burnhill Lane, Rugeley
(Roll 1,000)

There is a vacancy for a RELIGIOUS EDUCATION TEACHER, Scale 4, to undertake responsibilities of COORDINATOR of HUMANITIES from January or Easter, 1976. The teacher appointed would be expected to develop the Religious Education and Humanities at present taught in the school and also coordinate this work with the work of the History and Geography Departments.

Further particulars and application forms are available from the Headmaster (stamped addressed envelope).

SOMERSET
WEST SOMERSET COMPREHENSIVE
Minehead
(13-18 mixed. 1,100)

The School's catchment area comprises Exmoor, the Brendon and Quantock Hills, as well as the coastal villages.

For January, 1976, qualified ASSISTANT to co-ordinate the teaching of RELIGIOUS EDUCATION throughout the school. Scale 2 post for a suitably qualified and experienced candidate, but newly qualified teachers will be considered. Applications by letter to the Head at the school, with curriculum vitae and names of two referees.

Closing date 8th December.

STAFFORDSHIRE
EDUCATION COMMITTEE
HAGLEY PARK COMPREHENSIVE SCHOOL
Burnhill Lane, Rugeley
(Roll 1,000)

Required for January or Easter 1976, a TEACHER of RELIGIOUS EDUCATION Scale 1. The teacher appointed would join a team of teachers in the Humanities Department and would be expected to contribute to the teaching of Humanities and Religious Education throughout the school.

Further particulars and application forms are available from the Headmaster (stamped addressed envelope).

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE

Required for January, 1976: SALISTON SCHOOL RELIGIOUS EDUCATION, Scale 1. Work at all levels is available and fuller information can be obtained from the Headmaster (telephone: Wolverhampton 764141).

This is a purpose-built comprehensive school of 1,100 pupils, pleasantly situated on the western side of the borough.

Applications by letter (no forms) giving details of qualifications and curriculum vitae to be sent within seven days of this advertisement to Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DU.

Rural Studies

Heads of Department

OXFORDSHIRE
WARRINER COMPREHENSIVE
Bloxham, Banbury, Oxon.
(Roll 900 pupils 11 to 15 with planned development 11 to 18 Comprehensive)

Required for April or September, HEAD of ENVIRONMENTAL SCIENCE, Scale 3, to take charge of the subject and teach it throughout this rural Comprehensive School.

The school enjoys excellent facilities on a 65-acre site on the edge of Bloxham. There is a large farm unit with attached classroom and livestock pens. There are several greenhouses, nature reserve and tree plantation. There is adequate agricultural machinery and stock, maintained by a full-time farm technician. The person appointed will work as a member of the Science faculty and the opportunity exists to develop strong links with other curricular areas.

The post offers unique opportunities to a teacher with drive and enthusiasm and a genuine desire to develop the subject as a vital part of the curriculum at all levels.

Further details from the Headmaster (Tel. Banbury 720777), to whom applications should be submitted by Monday, 1st December, giving age, qualifications, present post and two referees.

Scale 1 Posts

DURHAM
COUNTY COUNCIL
SHERBURN SECONDARY SCHOOL
Two-form entry
280 on Roll

RURAL SCIENCE. Qualified ASSISTANT required with ability to teach gardening subjects to C.S.E. level. A salary Scale 2 post is available for a suitably qualified and experienced applicant.

Stamped addressed envelope for application form to the Area Administrative Officer, County Hall, Durham.

Removal expenses, lodging allowance and travelling expenses payable in approved cases.

Canvassing members of the appropriate Committee, directly or indirectly, strictly prohibited.

Closing date for receipt of applications, December 8, 1975.

Science

Heads of Department

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
CAMBORNE COMPREHENSIVE SCHOOL
(11-18, Group 12)
Head Designate: Mrs. L. V. Moslyn, B.A.

HEAD OF PHYSICS—Scale 5.

Required in January or April, 1976, well-qualified and experienced TEACHER for the post of HEAD of PHYSICS for the above school which is to open in September, 1976, with the amalgamation of the Girls' Grammar and Mixed Secondary Schools in the town.

The post offers scope for making a significant contribution to a growing Science Department; the successful applicant will work in a team of 14 Science teachers in new well-equipped laboratories.

Letters of application, giving full details of qualifications, experience, interests and names and addresses of two referees should be sent to the Head Designate, Camborne Grammar School, Camborne, Cornwall, TR14 7RG, from whom further particulars may be obtained (stamped addressed envelope).

Closing date: 5th December, 1975.

K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

GUNFLEET SCHOOL
(Roll 590)
Rochford Way, Frinton-on-Sea
Tel.: Frinton 2116

HEAD of BIOLOGY, Scale 3, required from Easter, 1976, to direct an experienced MASTER/MISTRESS and related lab study of BIOLOGY and related subjects under direction of Head of Science. Courses to "O" levels, also to C.S.E. and "O" levels with Science. "A" level work developing rapidly. Gunfleet is an expanding Comprehensive Upper School 11-18 in rural area. Excellent opportunities for field work and for inter-departmental courses.

SIR CHARLES LUCAS COMPREHENSIVE
(Roll 1,700)
Hawthorn Avenue, Colchester
Tel.: Colchester 76217

HEAD of PHYSICS DEPARTMENT, Scale 5. For September. Experienced teacher required to organise Physics teaching throughout the school; a lively person is sought, with a love and mastery of his subject, and who will work well within the team of eleven teachers belonging to the Science Department.

Application forms and further particulars may be obtained from the Head of the School concerned, unless otherwise stated, to whom completed application forms should be returned.

NORFOLK
COUNTY COUNCIL
Education Department

The Education Service in Norfolk is administered through five Area Offices.
Applications are invited for posts in these areas as set out below.
Unless otherwise stated, all appointments are for January 1976 and application forms and further details (where applicable) are obtained by sending a stamped, addressed foolscap envelope to the Head of the School concerned, to whom completed forms should be returned as soon as possible.
Removal expenses are paid in accordance with the Authority's scheme.

Secondary Schools—Vacancies

GAYWOOD PARK SECONDARY SCHOOL
(1,650 Mixed)
Headmaster, Mr. T. F. Shephard, Queen Mary Road, King's Lynn, Norfolk.
Scale 3—Head of Music Department.
Scale 3—Head of Modern Languages.
Scale 1—Biology.
Scale 2—Technical Drawing/Heavy Craft.
Scale 2—German. Required for Summer Term, 1976.

UPWELL SECONDARY SCHOOL (370 Mixed)
Headmaster, Mr. V. M. Allen, Upwell, Near Wisbech, Cambridgeshire
Scale 1—Woodwork.
Scale 2—Physics and Biology. Senior Forms.

ST. GEORGE'S SECONDARY SCHOOL (270 Mixed)
Headmaster, Mr. F. C. Greenway, B.A., Dersingham, King's Lynn, Norfolk
Scale 1—Home Economics. State other subjects.

DOWNHAM MARKET SECONDARY BOYS' SCHOOL
(490 Boys)
Headmaster, Mr. H. Barnes, B.Sc., Bexwell Road, Downham Market, Norfolk
Scale 3—Head of English, and Year Tutor.

EDUCATION DEPARTMENT
TEACHING VACANCIES
Required for January, unless otherwise stated.

PRIMARY SCHOOLS

Rochdale, Sparrow Hill County Primary and Nursery Class, (3-10)
Sparrow Hill, Rochdale OL16 1QT. Tel. Rochdale 47580
Class teacher

FOR JUNIORS
Scale 1, plus Social Priority Schools allowance.

Littleborough, Stansfield Hall Primary, (5-11)
Summit, Littleborough. Tel. Littleborough 78273
Teacher

FOR MIDDLE INFANTS
Scale 1. Ability to play the piano would be an advantage.

MIDDLE AND SECONDARY SCHOOLS

Rochdale, Howarth Cross Middle, (10-13)
Albert Royds Street, Rochdale OL16 2SU. Tel. Rochdale 31675
Temporary teacher of

FRENCH
Scale 2 for the Spring Term.

Milnrow, Roch Valley High, (11-18)
Cornfield Street, Milnrow, Nr. Rochdale OL16 3DR. Tel. Rochdale 42495
Teacher of

WOODWORK
Scale 1. Subject taught to all levels. Other work available in the Craft area for suitable candidate.

Heywood, Sutherland High, (11-18)
Sutherland Road, Darnhill, Heywood OL10 3PL. Tel. Heywood 60466
Required for Easter, teacher of

GERMAN AND FRENCH
Scale 2. Both subjects are taught to 'A' level.

INSTRUMENTAL MUSIC SERVICE
Castlemere School, Tweedale Street, Rochdale OL11 1HH. Tel. Rochdale 47200
Full-time Teacher/Instructor of Cello to teach in the Authority's Maintained Schools and Music Centres. Burnham Scale 1 for qualified teacher. Casual car users allowance payable. Further details available from the Head Teacher.

For ALL posts (unless otherwise stated), please apply at once by letter (no forms) to the Head Teacher, giving details of age, experience and qualifications, together with the names and addresses of two referees.

Metropolitan Borough of Rochdale

Educational Appointments

Posts are for January, 1976, unless otherwise stated.

Unless otherwise stated, please apply by letter to the Head Teacher at the school giving full curriculum vitae, and two referees as soon as possible (stamped addressed envelope please).

WORSBROUGH WARD GREEN JUNIOR SCHOOL,
VERNON ROAD, WARD GREEN, BARNSLEY
Required for Summer Term 1976:

Deputy Headteacher (Group 5)

Application forms are obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, South Yorkshire, by 8th December 1975 (s.a.e. please).

WILLOWGARTH HIGH SCHOOL,
BRIERLEY ROAD, GRIMETHORPE, BARNSLEY
Headteacher, W. D. Trotman

Head of General Science Department, Scale 4

An able graduate Physicist is required to take charge of the General Science Department. Candidates for this post must be able to teach to 'A' level and must be willing to work in a strong team of Science and other specialist teachers. The school offers wide oportunities for progressive, thoughtful and co-operative teachers.

PRIORY SCHOOL,
LUNDWOOD, BARNSLEY
Headteacher: Mr. J. Lavelle

Head of English (Scale 3)

For this 11-16 S.P.A. Comprehensive School. The school is organized on a mixed ability basis and offers courses in language and literature to C.S.E. and O level.. The current rebuilding programme will provide a new library and drama hall. A library assistant is employed.

Application forms are obtainable from and returnable to the Head at the school, giving full curriculum vitae and two referees as soon as possible (stamped addressed envelope, please).

HALL BALK SCHOOL,
HUDDERSFIELD ROAD, BARNSLEY
Headmistress, Miss E. Dawson, M.A. (790 Girls)

History Graduate to teach throughout the School

To O and A level. Scale 2 could be available for a suitably qualified and experienced person. The School, a former single-sex Girls' Grammar School, took its third Comprehensive Intake in September, 1975.

ST. HELENS COMPREHENSIVE SCHOOL,
CARLTON ROAD, BARNSLEY
Headteacher, Mr. D. C. Bale

Teacher to be responsible for Girls' Physical Education (Scale 2)

The successful applicant will be a member of a team of four specialist P.E. teachers and will be responsible to the Head of P.E. and Recreational Activities.

DARTON HIGH SCHOOL,
BROOKHILL ROAD, KEXBOROUGH, BARNSLEY
Headteacher, Mr. H. Crowther

Teacher of Boys' Craft (Scale 1)

To join an expanding department with an enthusiastic team. The successful applicant will assist in the Teaching of Woodwork, Metalwork and Geometrical and Engineering Drawing. The School has recently occupied a new Creative Studies Unit.

HONEYWELL SCHOOL,
HONEYWELL LANE, BARNSLEY
Headteacher, Mr. T. E. Jones, B.A.

Teacher of English (Scale 1)

With a strong interest in drama.

Teacher of English

With a strong interest in library work and willingness to undertake examination classes in English Literature. Scale 2 for suitably qualified and experienced candidate.

Teacher of Religious Education (Scale 1)

The subject is being taken as an external examination subject.

Application forms are obtainable from and returnable to the Head at the school, giving full curriculum vitae and two referees as soon as possible (stamped addressed envelope, please).

BARNSLEY
Metropolitan Borough

COUNTY OF SOUTH GLAMORGAN

Required for April, 1976:
ASHGROVE SCHOOL FOR THE DEAF, PENARTH

HEAD TEACHER: Group 5 (S)

Applications are invited from suitably qualified and experienced teachers of the Deaf for the Headship of this residential school for boys and girls aged eight to 16 years, formerly known as Penarth School for the Deaf. Further particulars are available.

Required for April, 1976, or sooner if possible:
PENTWYN SPECIAL SCHOOL

DEPUTY HEAD TEACHER: Group 6 (S)

Applications are invited from suitably qualified and experienced candidates for the above-named post at this new purpose-built school for 120 physically handicapped pupils. Further details will be sent with application forms.

Required for January, 1976, or as soon as possible thereafter:

PERIPATETIC TEACHER OF ENGLISH AS A FOREIGN LANGUAGE: Scale 2

An experienced teacher is required to continue English language training of children of overseas origin in their own schools. The work of these teachers will be organized by the coordinator of Immigrant Education (Primary).
The successful applicant will also be required to advise Head Teachers and class teachers about the language requirements of these children.
A Casual Car Users Allowance will be available.

IMMIGRANT UNITS (Primary) TEACHERS: Scale 1

Suitably qualified and experienced teachers for English Language training of children of overseas origin in the Immigrant Unit (Primary) at The Parade, Cardiff.

BRYNHAFREN GIRLS' COMPREHENSIVE SCHOOL, BARRY (11 to 18) 12-form entry

WELSH: Scale 1

Graduate to share in the teaching of the subject throughout the school. Temporary appointment considered.

LLANISHEN HIGH SCHOOL, CARDIFF
(11 to 18 COMPREHENSIVE) 9-form entry

TECHNICAL STUDIES

To join a department with its own new, well-equipped Technical Block. Scale 2 allowance may be available for a suitably qualified and experienced applicant but applications from newly qualified teachers welcomed.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. ADAMS,
Director of Education.

Education Offices,
Kingsway, Cardiff.

Liverpool
Secondary Schools

Applications are invited for the following posts with duties to commence January, 1976, unless otherwise stated. Application forms are available from the Head Teacher of the school concerned to whom they should be returned as soon as possible. Previous applicants need only confirm in writing they wish their application to stand.

CROXTETH COMPREHENSIVE SCHOOL (MIXED) STONEBRIDGE LANE S.P. SCHOOL, LIVERPOOL L11 8AY
Required as soon as possible:
(a) Assistant to take charge of MUSIC throughout the school. Up to SCALE 3 for a suitably qualified and experienced applicant.
(b) Two Assistant Teachers in Boys' TECHNICAL DEPARTMENT. Please indicate special interests and qualifications. One of the posts will be offered at SCALE 2.

FAZAKERLEY COMPREHENSIVE SCHOOL (MIXED), SHERWOODS LANE, LIVERPOOL L10 1LB
Full or part-time teacher of GERMAN. SCALE 2 post for suitable applicant for full-time appointment.

HOLT COMPREHENSIVE SCHOOL (MIXED), QUEENS DRIVE, LIVERPOOL L18 8XZ
(a) Required for Summer Term 1976.
Second in charge MATHEMATICS DEPARTMENT: SCALE 3. Mathematics is taught at C.S.E., G.C.E. 'O' and 'A' levels (Mathematics for Education in Industry).
Experience of teaching traditional Mathematics, S.M.P. Statistics and Computing is desirable.
(b) Assistant responsible to the Head of Science for GENERAL SCIENCE. SCALE 2. The successful candidate will be required to teach Physics, Chemistry and Biology separately, with least emphasis on Biology.
Applications for temporary appointment with effect from January 1, 1976, for one term only are also invited.

ST. BONAVENTURE'S R.C. SECONDARY SCHOOL (MIXED), CEDAR ROAD, LIVERPOOL L9 9AF
Assistant for MATHEMATICS able to teach P.E. SCALE 2 post for suitable applicant. Temporary post will be considered.

SHOREFIELD COMPREHENSIVE SCHOOL (MIXED), DINGLE VALE S.P. SCHOOL, LIVERPOOL L8 9SJ
(a) REMEDIAL Assistant SCALE 1, preferably Infant and Junior trained, to be part of a Remedial team, January, 1976, or as soon as possible.
(b) Assistant for ENGLISH SCALE 1.
The person appointed would work closely in a successful team of staff teaching 'A', 'O' levels and C.S.E. Mode III. There will be opportunities for work in the Sixth Form which contains 90 students at present.

ST. MARGARET MARY'S R.C. SECONDARY SCHOOL (MIXED), S.P. SCHOOL, PILCH LANE, LIVERPOOL L14 0JG
Required immediately:
Assistant to take TECHNICAL DRAWING to C.S.E. and 'O' level. SCALE 2 post available for an approved applicant with experience. A temporary appointment would be considered.
Apply as soon as possible to Rev. Fr. G. Carney, St. Margaret Mary's Presbytery, Pilch Lane, Liverpool 14.

PERIPATETIC QUALIFIED TEACHER OF MUSIC IN SCHOOLS—INSTRUMENTALIST—BURNHAM SCALE 2

Full-time Instrumentalist (Qualified Teacher) required as soon as possible to teach the Woodwind.

Travelling expenses between schools paid by the Authority. Also additional payment for coaching when required after school hours or Saturday mornings, £1.80 per 45 minute sessions, up to four sessions per occasion. Unqualified persons will be considered in the special salary scale for instructors.

APPLICATION FORMS (STAFFING FORM T.S.) ARE OBTAINABLE FROM THE DIRECTOR OF EDUCATION, 14 SIR THOMAS STREET, LIVERPOOL L1 6BJ ON RECEIPT OF A STAMPED ADDRESSED ENVELOPE AND SHOULD BE RETURNED TO THE EDUCATION OFFICES NOT LATER THAN THE 1ST DECEMBER, 1975.

SECONDARY
Science
continued

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BEECH HILL HIGH SCHOOL
Dunstable Road, Luton, LU4 8NW
Headmistress: Mrs. V. Mitchell-Bowles, B.Ed.(Hons.)
Required for January or April, 1976, TEACHER of PHYSICS with some GENERAL SCIENCE, able to work to C.S.E. and G.C.E. levels. Experience with Nuffield Methods would be an advantage. Scale 2. Social Priority Allowance payable.

The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.

Application forms obtainable from the Headmistress.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
FIVE OAKS MIDDLE SCHOOL
Caddington, Luton, LU1 4JD
Headmaster, Mr. M. V. Mansfield
Required for January or April, 1976, a TEACHER of GENERAL SCIENCE. Scale 2 post available for suitably qualified and experienced candidate able to take charge of the department. Experience with Nuffield Science essential.

The Authority has a scheme for teachers moving into the county to assist with removal expenses.

Application forms obtainable from and returnable to the Headmaster.

DORSET
BOURNEMOUTH SCHOOL
East Way, Bournemouth
(Maintained Grammar—900 boys)
Headmaster: H. P. Harper, M.A.
Required January 1976 or as soon as possible thereafter:
A BIOLOGIST to assist in the teaching of the subject throughout the school. Scale 3. There will be ample opportunity for work at Advanced level. Facilities for laboratory and field work are excellent.

Applications for temporary or part time work in the Biology Department will also be considered.

Assistance with removal and legal expenses for permanent appointment only.

For further details write direct to the Headmaster enclosing stamped addressed envelope.

EALING
(London Borough)
EDUCATION SERVICE
EALING GREEN HIGH SCHOOL
Ealing Green, Ealing W5 5EW
Tel. 01-567 1045
Required for January, 1976, TEACHER for PHYSICS with lower School Integrated Science.

The person appointed will teach Physics to both Ordinary and Advanced level and Integrated Science in the junior part of the School. There is a Scale 2 post available for a suitably qualified and experienced candidate.

London Weighting £351.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms from Headmaster of the School (stamped addressed envelope) to be returned as soon as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
SOUTHGATE SCHOOL
Mixed Comprehensive
Sussex Way, Cockfosters, Herts.
(Roll 1,400)
Telephone 01-449 9583
BIOLOGY TEACHER required for January, 1976, Nuffield "O" and "A" level courses. Possibility of sixth form work and a Scale 3 post for a candidate with suitable qualifications and experience.

Mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms obtainable from the Headmaster to whom they should be returned as soon as possible.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable and details of the availability of housing and nursery education can be obtained at the time of application.

WILLIAM EDWARDS SCHOOL
(Roll 1,400)
Stifford Clays Road, Grays
Telephone: Grays Thurrock 75271
William Edwards comprehensive 11 to 18, a school growing from six-form entry to eight-form entry with purpose-built accommodation under construction, situated at the northern extremity of Grays adjoining Green Belt land and serving a mixed area of private and council housing plus the villages of Horndon and Orsett.

SCIENCE

Scale 2. Required for January if possible, to join a well established department with six laboratories and lecture theatre and to undertake responsibility for the teaching of Physics throughout the school and generally to contribute to the overall work of the department.

London fringe allowance of £141 per annum is payable and the possibility of some Sixth Form teaching exists.

Apply by letter to the Headmaster.

HILLINGDON
(London Borough of)
VYNERS GRAMMAR SCHOOL
Warren Road, Ickenham,
Uxbridge, Middlesex
(871 on roll, mixed, 200 in sixth form)
Headmaster: D. C. Best, M.A.
Required for January, 1976, PHYSICS SPECIALIST, Scale 2. A well qualified Teacher is required for this post. Nuffield Physics is taught to both "O" and "A" level with combined science in the first two years. The successful applicant will be expected to teach throughout the school with perhaps a little mathematics in the lower school. A temporary appointment for two terms could be considered.

Please apply in the first instance by letter to the Headmaster giving the names of two referees.

London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MAIDSTONE SCHOOL FOR BOYS
Oakwood Park, Maidstone
Required in January or April (owing to promotion) a GRADUATE to teach CHEMISTRY to "A" and Nuffield PHYSICS to "O" level in this upper school of 650 boys (13 to 19 years), including a sixth form of 170.

Scale 2 allowance available for a suitably qualified and experienced candidate, but applications would be welcomed from either someone desiring only a temporary appointment or someone with no previous teaching experience.

Apply, giving the names of two referees, to the Acting Headmaster.

MEDWAY DIVISION

CHATHAM, ST. JOHN FISHER R.C. SECONDARY SCHOOL
Ordnance Street
(Roll 615; mixed)
SCIENCE TEACHER required for January, 1976, with Physics bias. Established C.S.E. and G.C.E. courses as well as Nuffield Secondary Science in well-equipped laboratories. Sixth form work could be incorporated.

Scaled post available for suitable candidate; first appointment will be considered.

This is an expanding school, scheduled to become an upper school in the Medway reorganisation. It occupies modern buildings in a very central position.

Generous grants for removal, lodging and disturbance expenses.

Applications to the Headmaster; two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
JOSEPH WHITAKER COMPREHENSIVE SCHOOL
Warsop Lane, Rainworth
Nottinghamshire NG21 0AG
Headmaster: R. Brooke, B.A., F.C.P.
Mixed, 1,500 (11 to 18)
For Easter, or as soon as possible, PRINCIPAL TEACHER of PHYSICS (Scale 3), to work within the Science/Mathematics Faculty and to take charge of the subject throughout the school.

Applications (no forms) to the Headmaster, with the names of two referees, as soon as possible.

Closing date: December 12, 1975.

STAFFORDSHIRE
EDUCATION COMMITTEE
CODSALL COMPREHENSIVE SCHOOL
Elliotts Lane, Codsall
Near Wolverhampton
Temporary TEACHER of PHYSICS required (graduate preferred) to teach examination work up to "A" level (Nuffield). A Scale 2 post is available for a suitably experienced applicant.

The appointment is for Spring and Summer Term, 1976, only. There is, however, the possibility of continued employment in the area following the reorganisation of local schools on a three-tier pattern as from September 1, 1976.

Application forms are obtainable from and returnable to the Head Teacher (stamped addressed envelope).

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £141 P.A. THROUGHOUT THE COUNTY.
- Generous relocation expenses in approved cases.
- Some District Councils may be able to provide housing accommodation for teachers.
- All vacancies are from January unless otherwise stated.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

ADDLESTONE, ST. PAUL'S COUNTY SECONDARY (Mixed 920)
Master/Mistress required to supplement a strong department. Scale 2 post available for suitably qualified candidate capable of teaching CHEMISTRY to 'O' level. Telephone: Weybridge 47046.

ASHFORD, ABBOTSFORD COUNTY SECONDARY (Mixed 1,046)
METALWORK. Teacher-in-Charge required. Scale 2 post within the Faculty of Design and Technology. Excellent facilities available. Telephone. Ashford 43824

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY (Mixed 1,600 with 250 in Sixth Form)
HEAD of FOURTH YEAR. Scale 3. In this large, fully comprehensive school. Telephone: Camberley 64048.

HORLEY COUNTY SECONDARY
BOYS' TECHNICAL STUDIES. Master required. Scale 2 for suitable applicant. Telephone: Horley 6303.

WEST MOLESEY, BISHOP FOX COUNTY SECONDARY (Mixed 433)
BUSINESS STUDIES. Master/Mistress required as Head of Department. To teach COMMERCE, TYPING and OFFICE PRACTICE. Scale 2. Telephone: 01-979 0334.

WOKING, HIGHLANDS COUNTY SECONDARY
HUMANITIES. Master/Mistress to teach SOCIAL SCIENCE and HISTORY. Scale post for suitably qualified candidate. Telephone: Woking 4744.

BILATERAL

EPSOM, LONGMEAD COUNTY SECONDARY BOYS' (550)
SOCIAL STUDIES. Qualified and experienced teacher required as Head of Department. Scale 3 or 4. Telephone: Epsom 22911.

SCALE ONE POSTS

COMPREHENSIVE

STANWELL, THE STANWELL COUNTY SECONDARY (Mixed 882)
HOME ECONOMICS. Master/Mistress required to teach throughout the school to CSE and GCE 'O' level standards. Telephone: Ashford 50453.

SIXTH FORM COLLEGES

ASHFORD COLLEGE (Mixed 600)
ECONOMICS with BUSINESS STUDIES/HISTORY as a second subject. Master/Mistress. 'A' level courses provided in all three subjects. Telephone: Ashford 42707.

GRAMMAR

EWELL, THE GLYN COUNTY BOYS'
CHEMISTRY. Master required to teach from first form up to and including 'A' level. Telephone: 01-393 4102.

BILATERAL

DORKING, MOWBRAY COUNTY SECONDARY GIRLS'
ART. Master/Mistress. (Temporary appointment pending reorganization.) Telephone: Dorking 4256.

EPSOM COUNTY SECONDARY GIRLS'
ENGLISH. Master/Mistress required to share teaching of this subject throughout the school to 'O' level and CSE standard. Telephone Epsom 22644.

EPSOM, LONGMEAD COUNTY SECONDARY BOYS' (550)
PHYSICS. Master/Mistress to teach throughout the school to CSE and 'O' level. WOODWORK/METALWORK or allied subjects. Master/Mistress to teach to CSE and 'O' level with integrated and other disciplinary work in the lower school. Telephone: Epsom 22911.

GUILDFORD, PARK BARN COUNTY SECONDARY
HISTORY. Master/Mistress. Appointment initially for two terms only. Telephone: Guildford 67807.

MERSTHAM, ALBURY MANOR COUNTY SECONDARY
PHYSICS and MATHEMATICS. Master/Mistress. Telephone: Merstham 4281.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ. Complete list of vacancies available second week of each month; if possible, please state areas preferred.

Scale 1 Posts

BARNET
(London Borough)
COPTHALL SCHOOL
Page Street, Mill Hill, NW7 2ED
01-203 1074
Comprehensive Girls' School,
Roll, 1,100
Required January, 1976, BIOLOGIST. The appointment will be temporary in the first instance, but for a suitable applicant could be made permanent later in the year. Opportunities exist for work at all levels. The Science Department comprises ten teaching staff and six technicians.

In approved cases assistance may be given by way of housing, the payment of up to 100 per cent removal expenses and separation allowances.

Apply to the Headmistress giving full details and qualifications, experience and names of two professional referees.

J. Dawkins, Director of Educational Services.

BERKSHIRE
WOKINGHAM DISTRICT
THE EMMBROOK SCHOOL
(WSA 1665)
Emmbrook Road, Wokingham
Required as soon as possible: TEACHER of BIOLOGY. Established examination courses to C.S.E., "O" and "A" level. Excellent teaching facilities and own field study centre. Opportunity to do some general science work within the first and second years.

Application forms and further details from Headmaster. (Stamped addressed envelope, please.)

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
NORBURY MANOR HIGH SCHOOL FOR GIRLS
Kensington Avenue,
Thornton Heath, Surrey CR7 8BT
Telephone: 01-679 0062
Head: Miss M. G. Wynne-Williams
Tenable: 1st January 1976.
ASSISTANT TEACHER required for SCIENCE and MATHEMATICS in this comprehensive school for girls aged 11 to 14 years. The Science involved is the Nuffield Combined Science Course and the mathematics is based on the S.M.P. course which involves both modern and traditional mathematics. There are three well equipped science laboratories and three mathematics teaching rooms in the school.

Salary—Burnham Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from, and returned to the Head Teacher at the above address as soon as possible.

DEVON
EXETER ST. THOMAS HIGH SCHOOL
(Roll: 1,026)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for INTEGRATED SCIENCE. Subject qualifications in any traditional science subject. Must be prepared to teach specialism to "O" and C.S.E. levels.

Scale 1 post.

The successful applicant will be expected to take up the appointment on 27th April, 1976.

Application forms (stamped addressed envelope, please) from Headmaster, St. Thomas High School, Cowick Lane, Exeter, EX2 9JH, returnable by 12th December, 1975.

DORSET
HERBERT CARTER SECONDARY SCHOOL
Blandford Road, Hamworthy, Poole
(700 girls and boys aged 13 to 16)
Required January 1976:
GENERAL SCIENCE TEACHER in the Lower School (13 to 14 age range) preferably with interest or experience in Nuffield Science methods. The appointment is initially a temporary one for the Spring and Summer Terms 1976 only. Possibility of permanent appointment from September 1976.

Application should be made by letter to the Headmaster, stating qualifications and experience and the names and addresses of two referees.

DORSET
ST. MARY'S C.E. SECONDARY SCHOOL
Puddletown
(Roll, 400: coeducational)
Required January, Scale 1 TEACHER for SCIENCE in this modern school, four miles east of Dorchester.

Further details and application form from Headmaster.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middlesex
(Founded 1558)
There will be a vacancy in January, 1976, in this Voluntary Controlled, Six form entry comprehensive school for boys for a temporary ASSISTANT MASTER or MISTRESS to teach Biology. Ability to teach some physics and chemistry would be helpful.

Applications, enclosing a statement of qualifications and experience, one testimonial and the names of two referees, should be made by letter to the Headmaster at the school, whence further information about the school may be obtained.

Mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
THE KING JOHN SCHOOL
(Roll 1,500: mixed)
Shipwrights Drive, Thundersley, Benfleet
(Tel.: Southend-on-Sea 558584)
Required January or April. Possibly two posts. While a special interest in either Biology or Chemistry would be an advantage, sound general science teaching through the school could be an important aspect of both posts. Six science laboratories, rural science laboratory, large farm unit, strong department with large programme of public examination work. Deep concern for pastoral care of children, special recommendation as would be wide interests and willingness to share other activities.

Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Offices, 88 Lampton Road, Hounslow, Middlesex
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow, TW5 9PD
Headmaster: Mr. J. F. Hawkes, J.P., A.C.P., F.R.G.S.
Required for January, 1976
TEACHER for Lower School (First to Third Year) GENERAL and INTEGRATED SCIENCE. An enthusiastic teacher is sought who can make a positive contribution to a lively and expanding department.

This exciting new Community School moved into new purpose built premises at the end of the Summer Term.

London allowance £267 payable.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Letters of application in the first instance to the Head Teacher at the School, giving details of qualifications and names of two referees.

HUNTINGDON
HINCHINGBROOKE SCHOOL
GEOLOGY and PHYSICAL SCIENCE, Scale 1.
Required as soon as possible, a man or woman to share in the teaching of GEOLOGY in the Sixth Form and PHYSICAL SCIENCE in the Lower and Middle Schools, or just the latter. Applications for temporary (to September, 1976) or permanent appointment considered.

This voluntary controlled school grew out of Huntingdon Grammar School and it has 1,500 pupils, 260 in the Sixth Form. Outstanding setting on the edge of Huntingdon includes Hinchingbrooke House and new buildings, also four well-equipped laboratories.

Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SHEPWAY DIVISION
WYNDGATE SECONDARY SCHOOL
Park Farm Road, Folkestone, Kent
(Present roll 1,302)
Required for January, 1976, ASSISTANT TEACHER to teach SCIENCE in the Lower School. Scale 1 post.

Applications with full details, to the Headmaster as soon as possible.

LONDON, S.E.16
BACON'S S.M. SCHOOL
Dalaford Road,
CHEMISTRY
Required in January, 1976, a full-time teacher for CHEMISTRY up to Advanced Level in this six form entry mixed comprehensive school. High standards of behaviour and appearance are maintained. A temporary appointment until September, 1976, would be considered.

Apply to the Headmaster at the school giving full details and names of two referees.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
DAVENTRY SCHOOL
Ashby Road, Daventry
Required for January, an ASSISTANT for BIOLOGY (Scale 1) to teach this subject from first to fifth forms.

This is a settled Comprehensive School serving the 11 to 18 age range (mixed) with well-established courses leading to "A", "O" and C.S.E. examinations.

Application forms from the Headmaster (stamped addressed envelope, please).

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
THE SPONNE SCHOOL
Brackley Road, Towcester
Required for January, 1976, a TEACHER of CHEMISTRY (Scale 1) in this 11 to 18 coeducational school of 900 pupils. The school has well-established courses to C.S.E., G.C.E. "O" and "A" levels and for a well-qualified person there will be the opportunity to share the teaching up to these levels. The school has well-equipped laboratories in a modern science block and the post also offers the opportunity to help with games if desired. Applications will also be considered for a temporary appointment for one or two terms.

The school is situated in a pleasant rural area of South Northamptonshire, within easy reach of Northampton, London (M1), Milton Keynes, Oxford and Stratford.

Application forms and further particulars available from the Headmaster at the school (stamped addressed envelope).

REDBRIDGE
(London Borough of)
CANON PALMER R.C. HIGH SCHOOL
Lombard Avenue, Seven Kings, Ilford
(Roll 704)
Head: E. H. Davis
Required January, 1976, or as soon as possible thereafter, TEACHER of COMBINED SCIENCE with BIOLOGY in this expanding six-form entry mixed school, comprehensive intake since September, 1974. The science laboratories comprise a suite of semi-open plan rooms opened in September, 1975.

Assistance with housing, removal and resettlement expenses in approved cases.

Application by letter, to the Headmaster at the school, giving age, education, qualifications, teaching experience and the names of two referees, as soon as possible.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
ASTON COMPREHENSIVE SCHOOL
11 to 18 mixed
Approximately 1,450 on Roll
100 in Sixth Form
Required for January, 1976:
SCIENCE TEACHER, Scale 1.
This post is suitable for candidates seeking their first teaching posts. Applications from teachers seeking temporary and/or part-time posts are welcomed.

Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Telephone Rotherham 2121, extension 5567.

R. W. Ellis, Director of Personnel Resources.

ST. HELENS
EDUCATION COMMITTEE
ST. ALBAN'S R.C. SECONDARY SCHOOL
Washway Lane, St. Helens
WA11 7LL, Merseyside
SCIENCE—Scale 1—to include two of the following: Physics, Chemistry/Biology.

Application forms should be returned to The Rev. Father P. Ferns, Holy Cross Presbytery, Corporation Street, St. Helens, Merseyside, immediately.

RAINFORD HIGH SCHOOL
(1,366 pupils 11 to 18 years Comprehensive)
Higher Lane, Rainford, St. Helens WA11 8NY, Merseyside
BIOLOGY—Scale 1—mainly in the lower school. Temporary, full or part-time applicants considered.

Application forms are available from the Head teacher at the school to whom they should be returned immediately.

SELWYN JONES HIGH SCHOOL
(1,750 Mixed: 11 to 18 years Comprehensive: 180 in Sixth Form)
Ashton Road, Newton-le-Willows WA12 0AQ, Merseyside
BIOLOGY—Scale 2—required for 1st January, 1976, or as soon as possible thereafter, an experienced teacher to be second in charge of a large well-established Department. "A" and "O" level and C.S.E. courses in Biology and Human Biology with non-examination course in Environmental Biology.

Application forms are available from the Head teachers at the schools to whom they should be returned immediately, unless otherwise indicated.

SHEFFIELD
EDUCATION COMMITTEE
NEWFIELD SCHOOL
Lees Hall Road, Sheffield S8 9JP
(An 11 to 18 comprehensive)
Required for January, 1976, a TEACHER of BIOLOGY. Scale 1.
YEWLANDS SCHOOL
Creswick Lane, Sheffield S30 3NN
(A 13 to 18 comprehensive)
Required for January, 1976, a TEACHER of BIOLOGY in this expanding school. Scale 2.

Application forms and further details available from the Headmaster, to whom the forms should be returned as soon as possible.

SHEFFIELD
EDUCATION COMMITTEE
WALTHEOF SCHOOL
Beaumont Close, Sheffield, S2 1RY
12-18 Comprehensive
Required for January, 1976, a TEACHER of SCIENCE. The appointment to be permanent, temporary or one-term only to suit the applicant. Scale 1 plus Social Priority School Allowance.

Applications by letter to the Headmaster giving details of qualifications and experience and enclosing the names and addresses of two referees.

SOLIHULL
EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road
Castle Bromwich B36 9HF
Required for Easter or earlier if possible TEACHER to share the teaching of CHEMISTRY to C.S.E. O and A Levels with some NUFFIELD COMBINED SCIENCE in the Lower School.

The school is an 8/9 form entry all ability school with 8 fully equipped laboratories.

Applications, enclosing stamped addressed envelope together with names and addresses of two referees, to the Headmaster.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
GREAT STONE SECONDARY BOYS' SCHOOL
Buckingham Road, Stretford, near Manchester, M32 0DT
(Tel.: 061-872 3960)
(870 pupils)
SCIENCE (Scale 1).
General science to junior forms. Application forms, available from the Head of the school, should be returned as soon as possible.

WILTSHIRE
DEVIZES SCHOOL
The Green, Devizes
Required for January 1976: a TEACHER of CHEMISTRY and/or PHYSICS. Opportunity for examination work. Ability to teach some Lower or Middle School Mathematics an advantage but not essential.

This fully Comprehensive School for 1,600 boys and girls (180 in Sixth Form) was formed in 1969 on a single site in 42 acres of parkland, with a full range of courses for pupils aged 11 to 19. Well-established Science Department: modern laboratories and lecture theatre.

Please apply by letter to Headmaster, giving qualifications and interests (e.g. Music, Drama, D. of E. Scheme, Games) and enclosing one testimonial and names of two referees.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January, 1976—
PENDEFORD HIGH SCHOOL
(11-18 co-educational)
PHYSICS. Scale 1. A graduate to teach Physics up to and including "A" level. Further details from the Headmaster. (Tel.: W'ton 786057.)

The school is housed in new, well equipped buildings on the northern edge of the town adjoining the green belt.

SMESTOW SCHOOL
CHEMISTRY and/or GENERAL SCIENCE. Scale 1. Work at all levels is available and further information can be obtained from the Headmaster. (Tel.: W'ton 764141.)

This is a purpose-built comprehensive of 1,100 pupils pleasantly situated on the western side of the borough.

Applications for the above posts by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement to Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DR.

Social Studies

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DOVER DIVISION
SANDWICH SECONDARY
Dover Road, Sandwich
(840 on roll: 11 to 16: mixed)
TEACHER required January, 1976, to take charge of GENERAL and SOCIAL STUDIES within the Humanities Department developing course. Scale 2 post.

Applications to the Headmaster at the school.

Scale 1 Posts

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
Redbridge Lane West, Wanstead
London E11 2JZ
Required in January:—
A TEACHER of SOCIOLOGY. The post would be temporary in the first instance with the possibility of a permanent appointment later. The post involves teaching Sociology to Advanced Level and there is additional ECONOMICS and junior HUMANITIES teaching available.

Application forms available from and returnable to the Head at the School.

CONDARY
ntinued

Speech and Drama

Other Posts on Scale 2 and above

RHAM
NTY COUNCIL
HAM NORTHLEA
PREHENSIVE SCHOOL
0 on Roll
in Sixth Form
salary Scale 2 post. Qualified ASSISTANT required as soon as possible with ability to teach to "O" level and to take of this developing department.

stamped addressed envelope for form to the Area Officer, Seaside Basington, Peterlee, County Durham.

Removal expenses, lodging allowance and travelling expenses payable in approved cases.

Canvassing members of the Committee, directly or indirectly, strictly prohibited.

Closing date for receipt of applications, December 8, 1975.

Scale 1 Posts

DFORDSHIRE
CATION SERVICE
THERN AREA
YARD HIGH SCHOOL
Leagrave, Luton
Mr. B. D. Round,
on Roll: 1,250
for January or April, 1976. Specialist TEACHER of within large English Department, Scale 1. Scale 2 available for suitably qualified applicant. well established with first-class facilities. Additional interest General Subjects in First pupils would be an advantage.

authority has a scheme for moving into the county to with removal expenses. Some with accommodation may be possible.

forms obtainable from Headmaster.

Technical Studies

Heads of Department

ST. HELENS
EDUCATION COMMITTEE
BRED'S CATHOLIC HIGH SCHOOL
pupils: 11 to 18 years Comprehensive
Street, Newton-le-Willows, Merseyside
OF TECHNICAL DEPARTMENT, Scale 3.
R.C. BOYS' SECONDARY SCHOOL
Road, St. Helens WA10 Merseyside
TECHNICAL SUBJECTS, Scale 1.
forms should be returned to the Rev. Father J. Tickle school immediately.
LANE SECONDARY
Mixed; 11 to 16 years (comprehensive—designated 11 to 18)
Street, St. Helens WA9 3NP, Merseyside
TECHNICAL DRAWING and WOODWORK, Scale 1.
forms are available from the Headteachers at the schools to whom they should be returned immediately unless otherwise stated.

Teaching Vacancies January 1976

SECONDARY

GOLBORNE COMPREHENSIVE SCHOOL
LOWTON ROAD, GOLBORNE, WARRINGTON WA3 3EL
(1,400, 11 to 18 years)

SCALE 1

ENGLISH/HUMANITIES TEACHER

An interest in Drama useful but not essential. The 5th year English sets take J.M.B. Syllabus B in Language and Syllabus A in Literature and C.S.E. Mode 1.

The Humanities Course is an integrated two year course beginning at the fourth year. There is a Mode 3 Humanities examination.

Application forms available from and returnable on completion to the Headteacher.

LEIGH C.E. SECONDARY SCHOOL
LEIGH ROAD, LEIGH, LANCS. WN7 1UB
(850 mixed, Comprehensive 1,976)

SCALE 1

MUSIC

Teaching throughout the school to C.S.E. Interest in choirs, instrumental teaching (visiting teachers), concerts and school productions.

Application form (s.a.e.) from Headmaster to whom they should be returned immediately.

Metropolitan Borough of **WIGAN**

Other Posts on Scale 2 and above

AVON
EDUCATION AUTHORITY
WYVERN SCHOOL
Sandringham Road, Weston-Super-Mare BS23 3QP
(1,260 mixed (11 to 16) Group 11)
Wanted from January, 1976, TEACHER for TECHNICAL SUBJECTS, with the emphasis on Woodwork. An appointment from May or September, 1976, would be considered, in which case there would be a vacancy for a temporary or part-time teacher in the interim. Suitably qualified and experienced candidates could be considered for a Scale 2 post.

Apply by letter direct to the Headmaster at the School, giving the names and addresses of two referees.

BARKING
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1,160)
Dagenham Road, Dagenham
Required January, 1976, or as soon as possible thereafter:—
BOYS' CRAFT/TECHNICAL DRAWING. Enthusiastic TEACHER to take subjects throughout the School. Subjects taken to C.S.E., "O" and "A" levels. Scale 2 or 3 depending upon qualifications and experience.

London Addition £351 per annum. Reimbursement of removal expenses in approved cases.

Application forms obtainable from the Headteacher at the School, returnable by 4th December, 1975.

BARNET
(London Borough)
HENDON SCHOOL
Golders Rise, Hendon NW4 2HP
01-202 9004
(Co-educational. Roll 1,120.
Sixth Form 165)
Required January (or Easter) 1976, HEAD of DESIGN and TECHNICAL STUDIES—a specialist in Metalwork/Engineering is sought with an interest in developing Design education linked with Technology to lead a department of four others. Scale 3 or 4 according to qualifications and experience.

In approved cases assistance may be given by way of housing, the payment of up to 100 per cent removal expenses and separation allowances.

Apply in writing to the Headmaster, giving full details and names of two professional referees.

J. Dawkins, Director of Educational Services.

BERKSHIRE
EDUCATION COMMITTEE
READING DISTRICT
HIGHDOWN COMPREHENSIVE SCHOOL
Surley Row, Emmer Green, Reading, Berkshire
(11-18 Comprehensive; 1,400 Mixed)
Headmaster, A. Clarke, B.A.

Applications are invited from qualified TEACHERS for a post (Scale 1 or Scale 2 for a suitably experienced teacher) in the TECHNICAL FACULTY involving the teaching of WOODWORK and METALWORK. The successful candidate will work with girls and boys of a complete range of ability. There is a well-equipped Technical Block and in the first three years the Technical and Creative Arts faculties work as a team. The post is for Easter.

Application forms obtainable from and returnable to the Headmaster at the school. Completed forms should be returned within two weeks of the appearance of this advertisement.

Assistance with removal expenses, lodging allowance (married teachers only) in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HIGHFIELD SCHOOL
(Group 9)
Fletcher Way, Hemel Hempstead
(Roll 700 Mixed)
HEAD of WOODWORK required for January, 1976. This is an all-ability school with well-equipped workshops and project area. C.S.E., "O" and "A" level courses established.

Please apply to the Headmaster at the school giving the names of two referees.

HILLINGDON
(London Borough of)
MANOR SCHOOL
Warrender Way, Ruislip HA4 8EE
(768 on roll)
Headmaster: B. S. Miller M.A.
Required for January 1976 or as soon as possible thereafter, TEACHER for BOYS' TECHNICAL SUBJECTS in this school situated in a pleasant residential area in close proximity to Ruislip High Street.

Scale 2 post available for suitable applicant.

Application forms from and returnable to the Headmaster.

London Allowance payable.

LEICESTERSHIRE
THE BOSWORTH COLLEGE
Leicester Lane, Desford,
Leicester LE9 9JL
A Leicester Upper School
(14 to 18) with Community College
(Roll 1,674)
In the Leicestershire Plan for the organisation of Secondary Education, Upper 14 to 18.

TECHNICAL STUDIES. Scale 2 available for suitably experienced candidate.

From January, 1976, three dimensional multi-media teacher see ART AND DESIGN.

Apply (no forms) with names and addresses of two referees to the Head from whom further particulars may be obtained.

LONDON, S.E.16
BACON'S S.M. SCHOOL
Dalaford Road
HANDICRAFT/PASTORAL WORK
A TEACHER of HANDICRAFT is required who would be willing to assist in pastoral work. A Scale 3 allowance will be offered to a suitable candidate. High standards of behaviour and appearance are maintained.

Apply to the Headmaster at the school, giving full details and names of two referees.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Required for Easter, 1976:
BLURTON HIGH SCHOOL
Beaconsfield Drive, Blurton, Stoke-on-Trent
Group 11
(Number on Roll—1,100)
Age-range 11 to 16 years
TEACHER of TECHNICAL STUDIES (Scale 2) with special interest in Metalwork required.
Closing date—1st December, 1975.
A. Law, Area Education Officer.

Applications are invited for the above appointment which is vacant from Easter, 1976. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before the specified closing date.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
THORNEY CLOSE SCHOOL
Telford Road, Sunderland,
Tyne/Wear County SR3 4EN
(11 to 16 years Comprehensive)

Required for beginning of the Summer Term 1976, or earlier if possible:

TEACHER to take charge of METALWORK throughout the school. Scale 2 salary for suitable applicant.

Application forms, obtainable from the Head Teacher, on receipt of a stamped addressed foolscap envelope, should be returned to him by 5th December, 1975.

Removal expenses and temporary lodging allowance may be granted in the case of an appointee from outside the Borough.

L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

SURREY
KING EDWARD'S SCHOOL
Witley
Experienced and skilled WOODWORK TEACHER needed to take primary responsibility for Woodwork Shop within the school's Craft Centre. Other skills also welcome in helping the Craft Centre to develop both examined and general courses of all kinds in both class and leisure time.

Date of appointment by arrangement.

Full details from Headmaster at the School.

Scale 1 Posts

AVON COUNTY
BEECHEN CLIFF SCHOOL
Bath BA2 4RE
Required for January, or as soon as possible, a TEACHER to be responsible for MOTOR ENGINEERING in the Senior School and to teach METALWORK to some junior forms.

Beechen Cliff is a boys' school with a roll of 1,300 (200 in the Sixth Form).

Apply by letter to the Headmaster giving the names of two referees.

AVON
EDUCATION AUTHORITY
WYVERN SCHOOL
Sandringham Road,
Weston-super-Mare, BS23 3QP
(1,260 Mixed (11 to 16))
(Group 11)
Wanted from January, 1976, TEACHER for TECHNICAL SUBJECTS, with the emphasis on Woodwork. An appointment from May or September, 1976, would be considered, in which case there would be a vacancy for a temporary or part-time teacher in the interim. Suitably qualified and experienced candidates could be considered for a Scale 2 post.

Apply by letter direct to the Headmaster at the school, giving the names and addresses of two referees.

BRENT
(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley HA9 8NA
(Roll 1000; 11 to 18, approximately 200 in well-established Sixth Form. Excellent modern facilities in all subjects.

Required as soon as possible or in January—

TEACHER for TECHNICAL STUDIES (Scale 1 or 2 according to experience) part time applicants will be considered to take classes in Craft (Metal and Wood) mainly with the Lower School. Ability to offer Technical Drawing an added recommendation. Well equipped Workshops are provided for work up to "A" level also for Motor Vehicle Studies.

The London Allowance of £351 per annum is payable. For full time applicants there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days, giving age, present post, qualifications, experience and referees.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AMBROSE FLEMING SCHOOL
(Mixed Comprehensive)
The Ride, Enfield, EN3 7DU
(Roll 1,200 rising to 1,350).
Telephone: 01-804 1395
Required as soon as possible, a MASTER to join the staff of the TECHNICAL STUDIES DEPARTMENT, Scale 1. Ability to teach Woodwork, Metalwork and Technical Drawing is looked for. An interest in teaching a design-based craft course would be an advantage, as would the ability to teach motor vehicle maintenance. Excellent facilities include five workshops.

Applications from experienced or newly qualified staff welcomed.

Mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms obtainable from the Headmaster, to whom they should be returned as soon as possible.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
LOUGHTON SECONDARY BOYS' SCHOOL
(Roll 700)
Borders Lane, Loughton IG10 3SD
Telephone 01-508 4480
WOODWORK AND TECHNICAL DRAWING
Vacant January 1976. Consideration would be given to a suitably qualified person from industry with an interest in teaching his skills. A qualified teacher with suitable experience could be offered a Scale 3 Post.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE

NORTH EAST AREA

YATELEY SCHOOL
School Lane, Yateley, near Camberley, Surrey
(Comprehensive Mixed 11 to 18)
(1,840 on roll)
Required for January, 1976.
MASTER/MISTRESS
To work in large, well-equipped Boys' Technical Department with either Woodwork or Metalwork as main subject and possibly with some Technical Drawing.

SOUTH-WEST AREA

NOADSWOOD COMPREHENSIVE SCHOOL
North Road, Dibden Purlieu, near Southampton, Hants
(11-16 Comprehensive Mixed; 800 on roll)
MASTER for TECHNICAL STUDIES (WOOD/METAL and/or other materials)

Please write to the School concerned giving curriculum vitae and the names and addresses of two education referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
BRANSHOLME HIGH SCHOOL
Midmere Avenue, Leads Road, Hull
Head: G. E. Daniels, M.A.
Required from January 1976, for one term, a temporary TEACHER of TECHNICAL STUDIES (Scale 1). This vacancy occurs owing to secondment.

For a suitable applicant this post could become permanent and offering an opportunity to join an excellently equipped, design orientated department.

This 16-form entry comprehensive school for boys and girls aged 13 to 18 years opened in new buildings in September, 1969.

Application forms and further particulars may be obtained from the Head to whom completed forms should be returned by 28th November.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
ROCHESTER, TEMPLE SECONDARY BOYS' SCHOOL
Brompton Farm Road, Frindsbury
(Roll 660)
Required for January, 1976, or earlier if possible, a TEACHER for the TECHNICAL DEPARTMENT to teach WOODWORK, METALWORK, PLASTICS, or TECHNICAL DRAWING or a combination of any of these subjects.

Applications from newly qualified teachers of initiative, who are willing to develop new ideas, would be welcomed.

Apply to the Headmaster giving details of qualifications and experience with the names of two referees.

DOVER DIVISION

WALMER SECONDARY
Salisbury Road, Deal
(450 mixed)
TEACHER of HANDICRAFT (METALWORK preferred) required January, 1976. Letter of application with names and addresses of two referees to the Headmaster at the school.
AYLESHAM SECONDARY
Aylesham, Canterbury
(448 on roll)
TEACHER for 3D DESIGN and/or WOODWORK required immediately working as one of a team of three in the Craft Department.

Applications to the Headmaster at the school.

TUNBRIDGE WELLS DIVISION

HUNTLEYS SECONDARY BOYS' SCHOOL
Culverden Down, Tunbridge Wells
(Roll 600)
For January, MASTER for WOODWORK. There are two metalwork rooms, a Woodwork and Technical Drawing room. Cooperation is encouraged with the Art and Craft Departments. Woodwork is taught throughout the school. A scale post may be available for a suitable candidate.

Application forms and further details from the Headmaster, to whom they should be returned as soon as possible.

LEICESTERSHIRE
BROCKINGTON COLLEGE
Mill Lane, Enderby
(Roll 936)

In the Leicestershire Plan for the organisation of Secondary Education.
Scale 1.
TEACHER required for January for 3D DESIGN in METAL and related materials. Temporary for Spring and Summer Terms. Probability of permanent appointment from August.

Apply (no forms) with names and addresses of two referees to the Head, from whom further particulars may be obtained.

LEICESTERSHIRE
BURLEIGH COMMUNITY COLLEGE
Thorpe Hill, Loughborough, Leics.
(Roll 1,675)

In the Leicestershire Plan for the organisation of Secondary Education, High 11 to 14.
SUBJECT: TECHNICAL SUBJECTS, Scale 1.
Enthusiastic TEACHER to join progressive team in established Design Centre. Engineering metalwork main with plastics or woodwork preferred—all at examination level.

Apply (no forms) with names and addresses of two referees to the Head from whom further particulars may be obtained.

RICHMOND UPON THAMES
(London Borough of)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex
(Comprehensive 870 Boys 11-16)

Required for January, 1976, or as soon as possible thereafter, TEACHER of HANDICRAFT, preferably able to offer METALWORK and TECHNICAL DRAWING.

School pleasantly sited, with splendid facilities. Scale 1 post. Outer London Allowance of £267 payable.

Write or telephone (01-977 5641) Headmaster immediately.

PRIMARY

ASSISTANT TEACHERS

Required for January, 1976:

HOLT CONTROLLED, WREXHAM
(80 pupils)
For Reception/Lower Infants. Knowledge of Music and ability to play the piano an advantage. Also interest in Art and Craft.

HOLY TRINITY CONTROLLED GWERSYLLT
(300 pupils)
First year Remedial and General Subjects.

SECONDARY (COMPREHENSIVE)

HOLYWELL HIGH SCHOOL
(1,346 pupils, 100 in Sixth Form)
Head, John G. Richards, B.Sc.
Required for Summer Term, 1976:

HEAD OF ENGLISH FACULTY

SENIOR TEACHER SCALE

This is a key post in this well established comprehensive school. A teacher of proven ability is required to make a major contribution, within the subject area and in the general curricular provision of the school. The Head of English is a senior member of the newly formed Curriculum Committee and will have general oversight of the provision for Special Education and developments in Resource Based Learning.

Application forms are available from the Director of Education, to whom they should be returned by December 1.

MUSIC TEACHER

Scale 1. Sixth form teaching available for suitable applicant. The teacher appointed will be required to teach one other subject for part of the time. Ideally the second subject should be Welsh.

Application forms are available from the Head, to whom they should be returned by December 8.

ELFED HIGH SCHOOL, BUCKLEY
(11-18, 1,200 pupils)
Head, R. N. Lloyd, M.A.
Required for January, 1976:

MASTER/MISTRESS

To teach SLOW LEARNERS in English and Mathematics. Ability to offer Welsh Studies would be an advantage.

This is a temporary post for one or two terms and applications for a full or part-time appointment would be equally welcome.

EIRIAS HIGH SCHOOL, COLWYN BAY
(11-18, 1,010 pupils)
Head, C. R. Thomas, M.A.
Assistant to teach POTTERY at all levels up to 'A' level. Above scale post for suitable applicant.

ST. DAVID'S HIGH SCHOOL, WREXHAM
(11-18, 1,350 pupils)
Head, Gareth V. Williams, B.A.

METALWORK

Assistant to teach the subject to C.S.E. and 'O' levels. An interest in Motor Mechanics or similar project will be an advantage.

Application forms (in Welsh or English) for PRIMARY posts may be obtained from the undersigned, to whom they should be returned by December 1.

Application forms for SECONDARY posts (unless otherwise stated) may be obtained from the Heads of the respective schools, to whom they should be returned by December 1.

Shire Hall, MOLD.
JOHN HOWARD DAVIES, Director of Education.

CLWYD County Council North Wales

OXFORDSHIRE

Application forms can be obtained from and should be returned to the headteacher at the school unless otherwise stated. Assistance towards legal and removal expenses up to £500 in appropriate cases.

Required for January 1976 or as early as possible, unless otherwise stated. S.a.e. please.

Heads & Deputy Heads

OXFORD BOYS' COUNTY UPPER SCHOOL GROUP 11
(Roll 800)
Glanville Road, Oxford OX4 2AU

HEADSHIP. Applications are invited from suitably qualified and experienced candidates for the Headship of this Upper School. It is hoped to make an appointment with effect from the start of the Autumn Term, 1976.

The school is part of a three-tier comprehensive system accepting boys at 13 from Middle Schools.

Further details and application forms can be obtained from the Chief Education Officer, County Offices, New Road, Oxford OX1 1NA, on receipt of a s.a.e. Applications should be returned within two weeks of the date of this advertisement.

Scale 3+

THE ABBEY SCHOOL
(Roll 465)
Berinsfield, Nr. Dorchester-on-Thames, Oxford OX9 8LZ

At present 11-14 Junior Comprehensive (11-16 designate).

A well qualified and experienced ART Teacher to be Head of Department.

Large multipurpose rooms with facilities for three dimensional work/pottery and fabric printing.

Scale 3 appointment for suitable candidate.

Possibility of unfurnished accommodation in nearby village.

Applications by letter, giving details of training, qualifications, referees etc., to be sent to The Headmaster.

THE CHERWELL SCHOOL
(Roll 600)
Marston Ferry Road, Oxford OX2 7EE

Required for April (or September) 1976 in this six-form-entry Comprehensive Upper School (age range 13-19) ideally situated on the northern outskirts of the City of Oxford.

Either: A well-qualified and experienced male PHYSICAL EDUCATION specialist to take charge of boys' P.E. throughout the school (Scale 3 available);

Or: Applications would be welcome from enthusiastic and able though less experienced candidates for a Scale 1 post.

Scale 1 & 2

BANBURY SCHOOL
(Roll approx. 2,200)
Ruskin Road, Banbury, Oxon. OX16 9HY
(Federal Halls 11-15, Upper School 15-19)

Qualified Teacher of MUSIC for class and examination work in large department. Enthusiasm for extra-curricular choral and orchestral activities essential.

Further details can be obtained on request from the Principal, who would welcome letters of application, giving the names of two referees, as soon as possible.

CHIPPING NORTON SCHOOL
(Roll 1,150)
Burford Road, Chipping Norton, Oxon.
Tel. Chipping Norton 2007

A Teacher of FRENCH and GERMAN to the *5th Year* in this Cotswold comprehensive school. The Department is pleasantly situated in modern accommodation with a Language Laboratory and rooms equipped for audio-visual courses. Burnham Scale 1.

Apply by letter immediately to the Headmaster, naming two referees.

MILHAM FORD GIRLS UPPER SCHOOL
(Roll 650)
Harberton Mead, Oxford OX3 0DF

CHEMISTRY GRADUATE to assist with the teaching throughout the school, including C.S.E., Ordinary Level and Advanced Level groups, and also non-examination courses. Experience is very desirable, and an allowance would be available for a suitable candidate. Candidates able to give part-time help may also apply, but a full-time appointment will be preferred. An appointment will be made initially on a temporary basis until July 1976, but candidates can be considered for the permanent post (as can others unable to take up the appointment until later).

GEOGRAPHY GRADUATE to assist with the teaching throughout the school, including C.S.E., Ordinary Level and Advanced Level groups and also non-examination courses. Experience is very desirable. Candidates able to give part-time help may also apply, but a full-time appointment will be preferred.

Applications to the Head Mistress at the school as soon as possible including one testimonial and the names of two referees.

WALLINGFORD SCHOOL
(Roll 1,200)
St. George's Road, Wallingford, Oxon. OX10 8HR

FRENCH teacher. Teaching assignment initially in the Lower School (11-14) with possibility of teaching throughout 11-18 from September 1976. A Scale 2 post available for a suitable applicant. The post could be permanent but a temporary appointment would be considered.

Applications by letter together with names of two referees to the Headmaster, at the School.

THE CHERWELL SCHOOL
PHYSICAL EDUCATION. See Scale 3 plus.

SECONDARY
Technical Studies
continued

SHEFFIELD
EDUCATION COMMITTEE
WISEWOOD SCHOOL
Rural Lane, Sheffield S6 4BH
(An 11 to 18 Comprehensive)

Required for January, 1976, a TEACHER of TECHNICAL SUBJECTS—WOODWORK or TECHNICAL DRAWING. Interest in vehicle maintenance an advantage. Scale 1.

Applications for an Easter appointment will be considered.

Forms of application obtainable from the Headmaster, to be returned to him within 14 days of this advertisement.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
BRADBURY COUNTY SECONDARY SCHOOL FOR BOYS
(383 boys)
Queen's Road, Hale, Altrincham, WA15 7HF
Tel.: 061-980 [illegible]

METALWORK (Scale 1). To teach metalwork throughout the school. C.S.E. and "O" level examinations taken.

Application forms, available from the Head of the school, should be returned as soon as possible.

WIRRAL
(Metropolitan Borough of)
MOSSLANDS SENIOR COMPREHENSIVE SCHOOL
Mosslands Drive, Wallasey, Merseyside L45 8PJ
(840 Boys)

For January, 1976

TEACHER of METALWORK to "O" level. Preferably with some Junior mathematics. Well equipped workshops in modern buildings. Scale 1 post.

Write to the Headmaster at the School, giving details of qualifications and experience together with names and addresses of two referees.

Other than by Subject Classification

Heads of Department

NOTTINGHAMSHIRE
QUEEN ELIZABETH'S GRAMMAR SCHOOL FOR GIRLS
Woodhouse Road, Mansfield
(Aided school to be Group 10, 566 girls)

Required in April, 1976, a qualified TEACHER to help especially in the coordination and development of the curriculum of the school as a six-stream 13-18 Girls' Comprehensive Upper School. The school will admit its first comprehensive intake in September, 1976. Candidates should have successful teaching experience with less able girls, and be equipped to lead the organization and teaching of courses for those girls. This is a post of Senior Teacher status for a good candidate.

Please apply direct to the Headmistress at the school (no forms) enclosing a curriculum vitae, copies of relevant testimonials and the names of two professional referees.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
Unattached Teaching Staff MATHEMATICS and SCIENCE. Scale 4.

A vacancy has arisen on the county's unattached teaching staff for a scale 4 mathematics and science teacher.

Applicants will be expected to offer good qualifications and a wide experience and should be able to accept temporary responsibility for major departments or curriculum areas in large schools.

Qualities of leadership, tact and judgement are called for, together with the ability to make a real contribution to the life of any school in which the teacher is required to serve.

Ownership of car essential, car allowance paid. Assisted car purchase scheme. Assistance with removal and legal expenses in approved cases.

Application forms and further details from D. P. J. Browning M.A., Chief Education Officer, County Hall, Bedford MK42 9AP. Closing date December 1, 1975.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
Full-time relief TEACHERS.

The Authority wishes to appoint to a central pool a number of teachers who will be allocated for varying periods of time to secondary schools where temporary staffing help is needed. The ability to teach a wide range of subjects to pupils of all ages and abilities would be of particular value.

Appointments will be full time, established or temporary, and may be on Scale 2 for suitably qualified and experienced teachers.

In the case of permanent established appointments mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms obtainable from the Chief Education Officer, Education Department, Civic Centre, Silver Street, Enfield EN1 [illegible], to be returned as soon as possible.

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

THE KING EDMUND COMPREHENSIVE SCHOOL
Vaughan Close, Rochford
Telephone: Southend-on-Sea 545771
(Roll 1,400 mixed)

HOUSEMISTRESS (Scale 2)
Experienced TEACHER required to assist Housemaster of one of the School's five Houses, taking particular interest in the welfare of girls in the House. Subject area: Mathematics, Science or Girls' Physical Education Games.

WESTCLIFF HIGH SCHOOL FOR GIRLS
Kenilworth Gardens
Westcliff-on-Sea
Telephone: Southend-on-Sea 76026
SENIOR TEACHER

Required for April 1976 for this four-form entry Grammar School. The successful candidate will be expected to be one of the team concerned in the overall welfare of the school and to have particular responsibility for all examination organisation. The ability to teach Mathematics is desirable but not essential.

Application forms and further particulars may be obtained from the Head of the School concerned, unless otherwise stated, to whom completed application forms should be returned.

LEICESTERSHIRE
RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
High Street, Quorn, Nr. Loughborough
(Roll: 1,200)

In the Leicester Plan for the organisation of Secondary Education (Upper 14 to 18)

OPPORTUNITY
Scale 3 plus SSA for suitably qualified candidate.

Required January or as soon as possible.

Experienced TEACHER of reading to join the Opportunity faculty. The work is centred around short-term total withdrawal courses in basic subjects, EFL and various courses of underachievement. The person appointed should be capable of working flexibly with an expanding team and a constantly changing flow of students.

Apply (no forms) with names and addresses of two referees to the Head from whom further particulars may be obtained.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Required for Easter, 1976:
HOLDEN LANE HIGH SCHOOL
Milton Road, Sneyd Green,
Stoke-on-Trent
Group 10
(Number on Roll—886)
Age-range 12 to 16 years

Applications are invited for the post of SCHOOL COUNSELLOR (Scale 3-Scale 4 after 3 years' service as Counsellor).

Preference will be given to candidates who have completed a course for the Diploma of Advanced Studies in Education with special reference to Counselling.

Closing date—1st December, 1975.

A. Law, Area Education Officer.

Applications are invited for the above appointment which is vacant from Easter, 1976. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before the specified closing date.

Scale 1 Posts

BURY
(Metropolitan Borough of)
ST. JOSEPH'S R.C. SECONDARY SCHOOL
[illegible] Road, Whitefield
(Number on Roll 608)

Required for 1st January, 1976: TEACHER (Scale 1) for HEALTH EDUCATION / NUFFIELD COMBINED SCIENCE.

Forms of application obtainable from and returnable to the Head Teacher at the School by the 28th November, 1975. (4369)

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

THE KING EDMUND COMPREHENSIVE SCHOOL
(Roll 1,400 Mixed)
Vaughan Close, Rochford
Tel.: Southend-on-Sea 545771

GENERAL SUBJECTS. For January. Any combination of subjects with Mathematics in the lower school.

ST. PETER'S COMPREHENSIVE SCHOOL
(Roll 1,027)
Burnham-on-Crouch
Tel.: Maldon 782777

ENVIRONMENTAL STUDIES
An unexpected vacancy, due to ill health, occurs. Able to teach the subject at all levels.

Applications by letter quoting names of two referees to the Headmaster at the school, as soon as possible.

Application forms and further particulars may be obtained from the Head of the school concerned, unless otherwise stated, to whom completed application forms should be returned.

GWENT
COUNTY COUNCIL
Required for January 1, 1976,
KING HENRY VIII COMPREHENSIVE SCHOOL
Abergavenny

Temporary TEACHERS for either one or two terms in the following subjects:
(a) PHYSICS to "A" level
(b) MATHEMATICS

Application forms and further information obtainable from the Director of Education, County Hall, Cwmbran, Gwent.

Forms should be returned to the Headmaster or Principal concerned by December 5, 1975.

Successful applicants will be required to submit a satisfactory medical report on appointment.

HAMPSHIRE

PORTSMOUTH AREA

KING RICHARD SCHOOL
Allaway Avenue, Paulsgrove, Portsmouth PO6 4QP

Required for January, 1976, or as soon as possible for this comprehensive school for boys and girls. Suitably qualified and experienced applicants could be appointed to Scale 3 posts.

Woman TEACHER of PHYSICAL EDUCATION.
TEACHER of DOMESTIC SCIENCE.
TEACHER of MATHEMATICS.
TEACHER of BIOLOGY and GENERAL SCIENCE.

Assistance with removal expenses in approved cases. Apply by letter to the Headmistress at the school giving details of qualifications and experience and the names and addresses of two referees as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
TUNBRIDGE WELLS TECHNICAL HIGH SCHOOL FOR BOYS
St. John's Road, Tunbridge Wells
(900 boys, 11-18: 140 in Sixth Form)

For January if possible, owing to increase in numbers, TEACHER for GENERAL SUBJECTS (a combination of either MATHEMATICS and SCIENCE subjects, or HISTORY, GEOGRAPHY and ENGLISH).

Applications to the Headmaster.

LONDON, S.E.12
NORTHBROOK C. of E. SECONDARY
Taunton Road, SE12
(three-form entry)

MASTER/MISTRESS required in January for ENGLISH and/or GEOGRAPHY (one full-time and one part-time post available).

Forms from Headmistress, sae school. Appointment to [illegible] phone 852 3191.

LONDON, S.W.20
URSULINE CONVENT
18 The Downs, Wimbledon
Girls' Comprehensive High School (13 to 18: 780 on roll). TEACHER for CONSTITUTION, CIVICS/BRITISH Required January. Some including "O" level work. Geography also available.

Please apply to the Headmistress with testimonials, giving the names and addresses of two referees.

STAFFORDSHIRE CENTRAL AREA

SECONDARY VACANCIES

Head Teachers

BELGRAVE COMPREHENSIVE SCHOOL, BIRDS BUSH ROAD, BELGRAVE, TAMWORTH

Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this new 11-18 Comprehensive School (Group 11) which is due to be established in September, 1976. The school accommodates about 1,100 pupils in this developing area of Tamworth.

It is hoped that the successful applicant will be able to take up the appointment by the beginning of the Summer Term, 1976.

Application forms and further particulars are obtainable from and returnable to the Chief Education Officer (Staffing), Tipping Street, Stafford (SAE), not later than Monday, 8th December, 1975.

Deputy Head Teachers

EDGECLIFF COMPREHENSIVE SCHOOL, KINVER, NR. STOURBRIDGE, WORCS

Owing to the promotion of the present holder to a Headship and the growth of this school, TWO posts of DEPUTY HEAD have become vacant from Easter, 1976, in this purpose built rural fully comprehensive school (Group 9), which is situated in countryside of rare beauty in the Southern tip of Staffordshire.

Applications are invited from experienced Teachers who hold to the Comprehensive ideal and who are prepared to give a considerable number of years and energy to the consolidation of this expanding Community School.

Further particulars about the school and the two posts can be obtained by sending a SAE to the Headmaster at the school, to whom letters of application giving full curriculum vitae and the names and addresses of two referees, should be returned by 28th November, 1975.

Scale 1 Posts

MERCIAN BOYS' SCHOOL, ASHBY ROAD, TAMWORTH

Teacher of ENGLISH, Scale 1, required, primarily for the Lower School; ability to teach some ART in the First Year would be an advantage. Suitable post for a new entrant.

Unless otherwise stated applications by form obtainable from and returnable to the Head of the school. Assistance towards removal expenses in approved cases. Canvassing will disqualify.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

SECONDARY TEACHING APPOINTMENTS

SCALE POSTS

DYKE HOUSE SCHOOL, Mapleton Road, Hartlepool, Cleveland. (Tel. Hartlepool 66377 and 64468.)
Required for January, 1976, a teacher of FRENCH, SCALE 1 post.

SOUTH PARK SIXTH FORM COLLEGE, South Park Avenue, Normanby, Middlesbrough, Cleveland, TS6 0NT. (Tel. Eston Grange 68338.)
Required for May, 1976, a Master/Mistress to be responsible for the MODERN LANGUAGES Department and to teach French to all levels. This post carries a SCALE 4 allowance for a suitably qualified and experienced person.

THE DENE SCHOOL, Baysdale Road, Thornaby, Cleveland, TS17 9DF. (Tel. Stockton 614142/3/4.)
Required for January, 1976, a teacher for HOME ECONOMICS. SCALE 1 post. Excellent facilities available in new Home Economics suite.

Financial assistance with household removal expenses is available in approved cases.

Applications may be made by letter or on application forms obtainable from the Head teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

SECONDARY
Scale 1 Posts
continued

MERSEYSIDE
[illegible] PARK GRAMMAR SCHOOL
(Boys)
[illegible] Hey Road, St. Helens
[illegible]
Additional Staff Required.
(1) MATHEMATICS.
(2) PHYSICS.
(3) CHEMISTRY.
(4) P.E.

Information about the posts sent on request.

Application by letter to the Headmaster.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, London E13 [illegible]
([illegible] based on roll)
Headmaster: Mr. T. James

Required January 1976 a newly-qualified TEACHER for GENERAL SUBJECTS with some MATHEMATICS or SCIENCE. Scale 1 Burnham Scales plus London Allowance (£351) plus Social Priority Allowance (£201 or £276).

Application forms can be obtained from the School.

Completed application forms to be returned to the undersigned as soon as possible.

T. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, E15 4BH.

SANDWELL
(Metropolitan Borough of)

Applications are invited from TEACHERS for the following Scale 1 Appointments which are required for January, 1976.

DARTMOUTH HIGH SCHOOL
(11 to 18 mixed comprehensive)
[illegible] Lane, Great Barr
Birmingham B43 7SD
Telephone 021-360 1687

SCIENCE (temporary for one year; full or part-time appointments will be considered)

HOLLY LODGE HIGH SCHOOL
(11 to 16 mixed comprehensive)
Holly Lane, Smethwick
Warley, West Midlands B67 7JG
Telephone 021-558 0621

RELIGIOUS EDUCATION, who would also be willing to help in one of the following areas—Remedial or Mathematics

Applications for the above posts should be sent immediately to the Head teacher at the school.

SHEFFIELD
EDUCATION COMMITTEE
[illegible] PARK SCHOOL
Barnsley Road, Sheffield S5 [illegible]
12 to 18 Comprehensive

Required for January, 1976, a temporary TEACHER of GENERAL SUBJECTS especially History and Geography. Scale 1.

Letters of application together with the names and addresses of two referees should be sent to the Headmaster at the School as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHRIST CHURCH C.E. (A) MIDDLE SCHOOL
Old Road, Stone

Required for 1st January, 1976, a man to be responsible for the teaching of GENERAL SUBJECTS in the first year and some BOYS' PHYSICAL EDUCATION and GAMES (Cross Country, Football, etc.) in this 9 to 13 Middle School. Scale 1 post.

The Governors are looking for a teacher with Christian convictions.

Application forms obtainable from and returnable to the Headmaster (stamped addressed envelope).

TAMESIDE
(Metropolitan Borough)
DUKINFIELD THE LAKES COUNTY SECONDARY SCHOOL FOR GIRLS
Lakes Road, Dukinfield

Required from January, 1976.
ASSISTANT TEACHERS, Scale 1
1) ENGLISH
2) Mathematics

Application forms from the Headmistress. Tel.: [illegible]

WARWICKSHIRE
EDUCATION DEPARTMENT
HARTSHILL SCHOOL
Church Road, Hartshill
(720 on roll, mixed, comprehensive)

Required for January, temporary TEACHER for a combination of two or more of the following subjects: RELIGIOUS EDUCATION, ENGLISH, MATHEMATICS, HISTORY.

Apply by letter to the Headmaster, naming two referees. Further details available from the School.

City of Manchester

EDUCATION COMMITTEE

Unless otherwise stated, all posts are available from January, 1976, and application forms together with further particulars are available from the Head of the School to whom they should be returned by 1st December, 1975.

SCALE 4

[illegible] TREE HIGH SCHOOL,
[illegible], Manchester
[illegible]

Required for May, 1976, or earlier if possible

A Head of the MATHEMATICS Department. The successful candidate will be expected to lead a Mathematics Department of [illegible] staff and to participate in the teaching of the subject in the 11 to 18 age range up to Advanced level of the G.C.E.

This is a mixed comprehensive 11-18 school of 770 boys and [illegible] girls with an expanding Sixth Form of 74 students.

Application forms should be returned to the Headmaster as soon as possible.

SCALE 3

Manchester Education Committee

DEPUTY LEADER
EAST MANCHESTER MUSIC CENTRE

Applicants are invited for the post of Deputy Leader (one of 2 posts at this level) in the East Manchester Music Centre. The Centre has a staff of about [illegible] part or full-time instrumental teachers and instructors covering most aspects of musical work. The area is divided into north and south, and this post will be mainly assigned to the northern half. If equal in other respects, preference would be given to a strings specialist.

The post of deputy leader will involve some administrative work as well as teaching and requires a person who will have an interest in the continued development of the Centre as a whole and of music in the City.

The salary is on Scale 3 or the appropriate instructors scale. The appointment is to be taken up as soon as possible. Further particulars and application form from the Chief Education Officer, Education Offices, Crown Square, Manchester M60 3BB.

SCALE 2/3

ST PETER'S GRAMMAR SCHOOL FOR BOYS
Bury Old Road, Prestwich

Required from April, 1976, or earlier if possible.

The Governors of this Roman Catholic School invite applications from suitably qualified and experienced teachers for the post of MASTER/MISTRESS to teach ENGLISH to the full age range to G.C.E. 'A' level. This is a responsible post in a large, developing department.

A temporary post Scale 1 from January 1st would be considered.

SCALE 1

LEVENSHULME HIGH SCHOOL FOR GIRLS
Crossley Road, Manchester
M19 1FS

This is a 7 form entry Girls' Comprehensive School with 120 in the Sixth Form and organised as an Upper and Lower School.

1. Temporary part-time teacher of **MUSIC** for examination courses ('O'/C.S.E.). Two half-days work.
2. Temporary teacher experienced in **REMEDIAL** work. Part-time applications will be considered. There is the possibility of a permanent position.

YEW TREE HIGH SCHOOL
Wythenshawe, Manchester
M23 0DD

Required for January, 1976, for the duration of the Spring term only

A temporary teacher of MATHEMATICS. Candidates should be capable of teaching up to C.S.E. level and Ordinary level of the G.C.E. across the ability range. The school is a mixed 11-18 comprehensive school of 770 boys and 555 girls with an expanding Sixth Form.

Application forms should be returned to the Headmaster as soon as possible.

SPECIAL EDUCATION

BUGLAWTON HALL SCHOOL
Buxton Road, Congleton, Cheshire

Assistant teacher, Scale 2 (S), in this Residential School for Maladjusted boys. Extraneous duties, 15 hours per week.

Application forms should be returned to the Headmaster as soon as possible.

EGERTON SCHOOL
Clifton Avenue, Fallowfield, Manchester M14 6UB

Readvertisement

Experienced Teacher required for a challenging role in a small day school for Maladjusted children. Flexibility of outlook called for combining General Subjects with Outdoor Pursuits and/or Craft Work.

Ample scope for active imaginative teacher. Tradition of sailing, swimming, canoeing, camping and hill-walking strongly established.

Scale 2(s) Post available for suitably qualified and experienced applicant.

For further information ring 061-224 8006.

Assistance with removal expenses given in approved cases for permanent full-time appointments.

Mid Glamorgan
COUNTY COUNCIL

TEACHING STAFF

CYNON VALLEY DISTRICT

COMPREHENSIVE SCHOOL

MOUNTAIN ASH
(Social Priority Allowance Payable)
Teacher qualified to teach WOODWORK and TECHNICAL DRAWING. Scale 1.

INSTRUMENTAL MUSIC

Teacher of INSTRUMENTAL MUSIC for Primary and Secondary Schools in the District. Applicants must be qualified teacher with at least Grade VII of the Royal Schools of Music in the Playing of the Violin or Viola. Scale 2 post.

Application forms, to be returned by 3rd December, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from District Education Officer, District Education Office, Old Boys' Grammar School, Aberdare.

MERTHYR DISTRICT

COMPREHENSIVE SCHOOL

AFON TAF, Merthyr Tydfil
Teacher qualified to teach HOME ECONOMICS (Cookery and/or Household Management) to teach in the Junior and Middle School. The work in the Middle School is mainly with non-examination pupils. Scale 1.

PRIMARY SCHOOL

GWERNLLWYN JUNIOR
Teacher qualified to teach MUSIC, to be responsible for the teaching and organization of the subject throughout the School. Scale 1.

Application forms, to be returned by 3rd December, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from District Education Officer, District Education Office, Pontmorlais, Merthyr Tydfil.

OGWR DISTRICT

COMPREHENSIVE SCHOOLS

CYNFFIG, Kenfig Hill, near Bridgend
(1) Graduate (preferably Honours) in MATHEMATICS to assist in the teaching of the subject to C.S.E. 'O' and 'A' level. Scale 2 Post.
(2) Graduate (preferably Honours) in CHEMISTRY to assist in the teaching of the subject to C.S.E. 'O' and 'A' level. Scale 2 Post for an experienced Teacher, but applications will be considered from new entrants on a Scale 1 Post.

MAESTEG
(Social Priority Allowance Payable)
Teacher qualified to teach ENGLISH to C.S.E. level and to assist with Environmental Studies/Community Work (Girls). Scale 1.

PENCOED, near Bridgend
Teacher qualified to teach DRAMA, to take responsibility for the subject throughout the School. The successful applicant will be expected to prepare candidates for external examinations and to assume responsibility for the purpose-built studio/workshop. Scale 2 post for an experienced teacher, but applications will be considered from new entrants for a Scale 1 post.

PRIMARY SCHOOLS

BRYNCETHIN JUNIOR, Bridgend
Man qualified teacher, Junior trained, with ability to teach PHYSICAL EDUCATION and GAMES, and ART and CRAFT. Scale 1.

CEFN GLAS INFANTS, Bridgend
Woman qualified teacher, Infant trained. The ability to play the piano essential. Scale 1.

GARTH, Maesteg
Man qualified teacher, Junior trained, with ability to teach WELSH and play the piano. Scale 1.

WICK AND MARCROSS CHURCH-IN-WALES, Wick
Qualified teacher, Junior trained, to teach first year juniors. Preference will be given to a male applicant who can take responsibility for BOYS' GAMES and PHYSICAL EDUCATION throughout the School. Scale 1. Applicants must be practising members of the Anglican Communion.

INSTRUMENTAL MUSIC

Teacher of INSTRUMENTAL MUSIC for Primary and Secondary Schools in the District. Applicants must be qualified teachers with at least Grade VII of the Royal Schools of Music in the playing of the Violin or Viola. Scale 2 post.

SPECIAL EDUCATION

(1) REMEDIAL TEACHER for Slow Learning Class at Pil Junior School, Pyle.
(2) REMEDIAL TEACHER for Corneli Junior School, North Cornelly.

Applicants must be qualified teachers who have successfully pursued a one-year course for Teachers of Handicapped Children.

Applications from experienced, qualified teachers without the additional qualification will be considered for a temporary appointment, but such a teacher may not be employed for more than one year unless he/she undertakes to attend such a course. Scale 1.
Special Class Allowance of £300 payable but not the Social Priority Allowance; where appropriate, a merit allowance will be payable.

Application forms, to be returned by 3rd December, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Sunnyside, Bridgend.

RHONDDA DISTRICT

COMPREHENSIVE SCHOOL

FERNDALE
(Social Priority Allowance)
Teacher qualified to teach MUSIC in the Lower School (Forms 1 and 2). Scale 1.

Application forms, to be returned by 3rd December, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Crawshay Street, Ton Pentre, Rhondda.

RHYMNEY VALLEY DISTRICT

COMPREHENSIVE SCHOOLS

HEOLDDU, Bargoed
(Social Priority Allowance Payable)
Honours Graduate in MATHEMATICS to be one of two teachers occupying the second position in the subject area. The successful applicant will be expected to take additional responsibility within the Mathematics Department, and also generally in pastoral and administrative work in the School. Scale 3 post.

LEWIS GIRL, Ystrad Mynach
Graduate in or teacher qualified to teach ENGLISH to Form Five level. Scale 1.

SPECIAL SCHOOL

YSTRAD MYNACH
Woman qualified teacher, able to play the piano. Applicants must have successfully pursued a one-year course for Teachers of Handicapped Children.

Applications from experienced qualified teachers without the one-year course will be considered for a temporary appointment but such a teacher may not be employed for more than one year unless she undertakes to attend such a course. Scale 1. Special Class Allowance of £351 payable and, where appropriate, a merit award will also be payable.

Application forms, to be returned by 3rd December, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Council Offices, Ystrad Mynach, Hengoed.

TAFF ELY DISTRICT

PRIMARY SCHOOLS

GWAUNCELYN INFANTS, Tonteg, Pontypridd
Experienced woman qualified teacher, Infant trained, able to teach WELSH and play the PIANO competently. Scale 1.

GWAUNMEISGYN, Beddau
Woman qualified teacher, junior trained, who must be a competent pianist. An interest in Girls' Games would be an advantage. Scale 1.

MAES-Y-BRYN, Llantwit Fardre
Experienced man qualified teacher, Junior trained. Ability to teach WELSH desirable. The successful applicant wil be required to organize and take charge of BOYS' GAMES, PHYSICAL EDUCATION, SPORTS and SWIMMING. Scale 2 post.

TREF-Y-RHYG, Tonyrefail
Woman qualified teacher, Nursery/Infant trained, or Infant trained with experience of taking a Nursery Class. Scale 1.

Application forms, to be returned by 3rd December, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Tyfica Road, Pontypridd.

J. L. BRACE, Director of Education.

THE CITY OF Birmingham EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

BORDESLEY GREEN GIRLS' SCHOOL
Marchmont Road, Birmingham B9 5XX
Scale 3. HEAD OF HOME ECONOMICS, required for January if possible.

HIGHGATE SCHOOL,
Highgate, Birmingham B12 9DS
(Mixed, 1,500 pupils, recent amalgamation, Sixth Form of 200)
For Easter, or possibly January, if available

(a) HEAD OF HOME ECONOMICS (Scale 3) Department includes basic practical studies for boys and girls, Housecraft, Needlework, Child Care (own Mode 3), and Home Maintenance (own Mode 3 with Technical Department).

(b) HEAD OF MUSIC (Scale 3) Opportunity to develop Music of the different cultures in the school. Band and choir. Specialist rooms.

(c) HEAD OF REMEDIAL DEPARTMENT (Scale 4). Large department with own suite of rooms. Department includes remedial work, English as a second language, and social adjustment unit.

KINGS NORTON BOYS' SCHOOL
Northfield Road, Birmingham B30 1DY
(610 boys, Sixth Form 120)
Required in January, a teacher of FRENCH. Scale 1 or 2 according to qualifications and experience and can be either temporary for one or two terms or permanent. For an appropriately qualified applicant G.C.E. work at both 'A' and 'O' levels is available. Intending applicants are invited to contact the Headmaster by 'phone (021-458 1306) in the first instance as soon as possible.

LADYWOOD SCHOOL
Freeth Street, Birmingham B16 0QT
HOME ECONOMICS Specialist, Scale 2, required as soon as possible in well established Department of six rooms.

MOOR END SCHOOL
Moor End Lane, Erdington, Birmingham B24 9DR
(a) HEAD OF ENGLISH, Scale 3/4.
(b) HEAD OF MATHEMATICS, Scale 3/4.
Lively and enthusiastic candidates are required who can develop these departments in a reorganized school. Courses are available at present leading to C.S.E. and G.C.E. 'O' level, with opportunities of including 'A' level at a later date. Further information available from Head of School.

SHENLEY COURT SCHOOL
Shenley Lane, Birmingham B29 4HE. (Tel. 021 475 5191.)
Required as soon as possible:
HEAD OF BIOLOGY DEPARTMENT (Scale 3). There are nine well equipped Science laboratories and a Lecture Room. Courses leading to C.S.E., 'O' and 'A' level are well established.
A Scale 4 post could be available for a candidate capable of co-ordinating the work of the whole Science Department.

STOCKLAND GREEN SCHOOL
Slade Road, Erdington, Birmingham B23 7JH
860 pupils (390 girls) 11-18. Coeducational school with established Sixth Form.
Required, Easter (or February) HEAD OF GIRLS' P.E. to direct the girls' work of a flourishing department. Athletics, hockey, netball and dance particularly strong, but an all-rounder is required interested in gymnasium work and games, with pupils of varying aptitudes. Scale 2 or 3 according to experience.

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the School as soon as possible, together with stamped addressed envelope.

ALDERLEA SCHOOL
Shard End, Birmingham B34 7JA (530 boys)
Required for January, 1976, teacher of ENGLISH. An interest in the teaching of ART a recommendation, but is not essential.

BOURNVILLE SCHOOL
Griffins Brook Lane, Birmingham B30 1QJ (1,050 mixed)
MUSIC teacher required in January, 1976, or as soon as possible thereafter. There are well established G.C.E. 'O' and 'A' level courses and individual instrumental classes with visiting teachers.

GREAT BARR SCHOOL,
Aldridge Road, Birmingham B44 8NU (1,800 on roll)
Required for January, 1976, Teacher of SCIENCE.

HIGHGATE SCHOOL
Balsall Heath Road, Birmingham B12 9DS
(Mixed, 1,500 pupils, recent amalgamation, Sixth Form of 200)
For January, if possible. Assistant Teacher for GERMAN. This is first language. Audio Visual Method (Vorwärts).

KINGS HEATH SCHOOL
Hollybank Road, Kings Heath, Birmingham B13 0RJ
540 on roll, 76 in Sixth Form, all on 'A' level courses.
Required for January, 1976, or as soon as possible afterwards, Assistant Teacher in MATHEMATICS DEPARTMENT. First to Fifth Form teaching, including 'O' level work.

MARSH HILL SCHOOL,
Marsh Hill, Birmingham B23 7EY
All ability mixed school. 1,200 on roll and a sixth form of 180.
Vacancy from January, 1976, for a teacher of FRENCH.
Letters of application, with the names of two referees to be sent to the Headmaster.

RILAND-BEDFORD SCHOOL
Upper Holland Road, Sutton Coldfield B72 1RB West Midlands (14).
Required for January, 1976. Man or woman to teach HISTORY to 'O' and C.S.E. Level.
Apply direct to the Headmaster at the school giving names of two referees.

SHENLEY COURT SCHOOL
Shenley Lane, Birmingham B29 4HE (Tel. 021 475 5191).
Required as soon as possible:

(a) ASSISTANT for BIOLOGY. Nine well equipped Science laboratories and a Lecture Room. Courses leading to C.S.E. 'O' and 'A' level are well established.

(b) ASSISTANT for HOME ECONOMICS. Five well equipped rooms. Courses leading to C.S.E. 'O' and 'A' level are well established.

(c) ASSISTANT for MUSIC. Specially equipped music block. Subject is taught in mixed ability groups in first two years. Courses leading to C.S.E. 'O' and 'A' level are well established.

Temporary and part-time posts will also be considered.

There is a scheme for assistance with removal expenses.

(LV19301)

Junior (Sixth Form) Colleges

Scale 1 Posts

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

SOUTH EAST ESSEX SIX FORM COLLEGE
(Roll 800)
Runnymede Chase, Kiln Road, Thundersley, Benfleet
Tel: South Benfleet 56111

TUTOR in BIOLOGY and MATHEMATICS.
Required for January, 1976, for one of two terms initially, qualified graduates to teach Biology and Mathematics. Appointments may be full-time or part-time.
Letters giving curriculum vitae to the Principal.

LEICESTERSHIRE
RUTLAND SIXTH FORM COLLEGE
Barleythorpe Road, Rutland
(Roll 540)
HOUSE TUTOR TEACHER
Required January or as soon as possible thereafter WOMAN TEACHER as RESIDENT HOUSE TUTOR, one of staff team in Girls Boarding House. Candidate should be able to teach at some level from C.S.E. to University Entrance.
Free accommodation in return for residential duties.
Apply (no forms) with names and addresses of two referees to the Head from whom further particulars may be obtained.

Special Education

Headships

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
HEAD—Group 6(S)
QUEENS SCHOOL
Bletchley
Required from April 1976. The school is housed in buildings completed in 1974, and it caters for 120 non-resident ESN(S) pupils aged three to 16. Bletchley is situated in the designated area of the new city of Milton Keynes, and the Development Corporation is making houses for rent available for which the successful candidate can be considered. Subject to the County Council's regulations, removal expenses up to £138 and board and lodging allowances will be payable. Application forms and details obtainable from Mr. R. G. Roberts, Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY. (Please enclose a stamped addressed foolscap envelope.)

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
AMWELL VIEW SPECIAL SCHOOL
(E.S.N. (S))
St. Margarets
Stanstead Abbots, near Ware
Hertfordshire
HEAD required from 26th April 1976. Group 5 S, plus London allowance.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford, SG13 8BQ. Closing date Wednesday, 3rd December.

STAFFORDSHIRE
EDUCATION COMMITTEE
NEEDWOOD RESIDENTIAL SPECIAL SCHOOL
Rangemore Hall, Rangemore
Burton-on-Trent
(Roll 114)
Applicants are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER (Resident) of this Group 7(S) Residential School for partially-hearing boys and girls aged five to 16 years.
A self-contained two-bedroom flat is available in the main building which is pleasantly situated some five miles from Burton-on-Trent.
Application forms and further particulars obtainable from and returnable to the Chief Education Officer, Education Offices (Staffing), Tipping Street, Stafford (stamped addressed envelope).

Derbyshire headship

GROUP 6 (S) ESN (M)/(S) School
Inkersall, Near Staveley

Applications are invited for the post of HEADTEACHER at this new school for 80 ESN (M) and 40 ESN (S) children, planned to open in September, 1976. Application forms and further particulars from Director of Education, County Offices, Matlock, DE4 3AG.

Deputy Headships Senior Masters: Mistresses

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
SPECIAL SCHOOLS
PRIESTLEY SMITH SCHOOL
Perry Common Road, Erdington, Birmingham B23 7AT
DEPUTY HEAD TEACHER
(Group 6S)
Applications are invited for the post of Deputy Head Teacher of this school for partially sighted children to start as soon as possible. A resourceful, sympathetic teacher with suitable experience and qualifications is sought for dealing with children with a wide range of abilities and disabilities and whose ages range from 5 to 16 plus.
Application forms and further particulars may be obtained from Staffing Branch. Completed forms should be returned to the Chief Education Officer, Education Office, 151 Great Charles Street, Birmingham B3 3HS by November 28th.

OTHER POSTS
LONGWILL SCHOOL
Bell Hill, Northfield, Birmingham B31 1LD
Applications are invited from qualified TEACHERS of the deaf for a post in the above as an Assistant Teacher, Scale 1. Experience in teaching infant and junior children would be an advantage.
Applications would also be considered from teachers wishing to follow an 'in-service' course leading to the Diploma of the National College of Teachers of the Deaf.
For further information and application forms contact the Headmaster (021 475 [illegible]).
There is a scheme for assistance with removal expenses.
(V19301)

DORSET
WINCHELSEA SCHOOL
Guernsey Road, Parkstone, Poole
Required April, 1976
DEPUTY HEAD TEACHER for this all-age day school for E.S.N.(M) children. Group 6(S). 156 on roll. Special school experience in a senior post is essential and applicants should have successfully completed a one year full-time course in the teaching of E.S.N.(M) children. Assistance with removal and legal expenses.
Application forms and further details from the Headmaster on receipt of stamped addressed envelope.

HAMPSHIRE
FLORENCE TREILOAR SCHOOL
Alton GU34 4LN
Group 6(S)
Residential DEPUTY HEADMISTRESS, graduate, required September, 1976 (or earlier) for this boarding school for 100 physically handicapped girls (and junior boys).
Boarding school and/or special school experience essential.
Wide range of courses, including C.S.E. and "O" and "A" level.
A demanding but rewarding post, requiring ability in organisation and communication with other departments, and an interest in extramural activities as well as in teaching.
Own self-contained flat adjoining main school.
Other details and application forms from the Headmistress.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
SPRING COTTAGE E.S.N.(S) SCHOOL
Dressay Grove, Kingston upon Hull
Head, K. Waller
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEADTEACHER (Group 6S) at this school which has recently opened in temporary premises in a modern Primary School building. In approximately two-and-a-half years time the school will move to purpose-built premises which will cater for 120 pupils.
Application forms and further particulars are available from the Head to whom completed forms should be returned not later than 28th November, 1975.

LINCOLNSHIRE
EDUCATION COMMITTEE
SPALDING THE GARTH SPECIAL SCHOOL
(Group 3(S), £3,360 to £3,712)
140 on Roll)
DEPUTY HEAD required for April, 1976, at this special school for severely sub-normal pupils up to 17 years of age.
Forms from Divisional Education Officer, County Hall, Boston, Lincs.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
GREENFIELDS SCHOOL
Harborough Road, Northampton
Applications are invited from suitably experienced TEACHERS for the post of DEPUTY HEAD TEACHER at this Group 5(S) School for January, 1976. The school caters for approximately 80 ESN (S) children, aged three to 18 years.
Further details and application forms may be obtained from the County Education Officer (Ref. RB), Northampton House, Northampton NN1 2HX, and returned by Monday, 8th December 1975. (Stamped addressed envelope, please.)

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRINCIPAL POST

ACKLAM SIXTH FORM COLLEGE
(GROUP 11), Middlesbrough

Applications are invited for the post of PRINCIPAL of this Sixth Form College. The vacancy exists because of the death of the previous Principal.

The College, which was opened in 1974, is co-educational with an open-entry admission policy, drawing its students principally from the 11-16 comprehensive schools in Middlesbrough and Thornaby.

The Committee wish to appoint as Principal a Teacher with sound and relevant experience, including substantial sixth form work.

Financial assistance with household removal expenses is available in approved cases.

Forms of application obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, and should be returned by not later than 12th December, 1975.

Lothian

Regional Council
DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts

EDINBURGH DIVISION

PRIMARY

HEAD TEACHER — Responsibility Allowance £1,672
Bonaly Primary School
Bonaly Primary School is a new single stream school of semi-open plan design, which will open in April, 1976.

SECONDARY

ASSISTANT HEAD TEACHERS

	Responsibility Allowance
Currie High School	£1,890
Liberton High School	£1,890
The Royal High School	£1,800

ASSISTANT PRINCIPAL TEACHER

Ainslie Park High School	Physical Education	£723

TEACHING POSTS

Castlebrae High School	Art
Firrhill High School	English
The Royal High School	Classics
Tynecastle High School	French & German

MIDLOTHIAN DIVISION

SECONDARY

ASSISTANT PRINCIPAL TEACHER — Responsibility Allowance £720

Lasswade High School	History

TEACHING POSTS

Dalkeith High School	Modern Languages
Greenhall High School	Chemistry
Lasswade High School	Physics
Newbattle High School	Mathematics
Penicuik High School	Physics
St. David's R.C. High School Dalkeith	Mathematics

WEST LOTHIAN DIVISION

NURSERY

HEAD TEACHER — Responsibility Allowance £840
Murrayfield Nursery School, Blackburn

PRIMARY

Teaching posts are available in a number of primary schools in the Division.
Further information may be obtained from the Divisional Education Officer.
Salaries in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967 as amended.
Candidates should specify for which post they wish to apply.
Application forms are available from the appropriate Divisional Education Officer at the following addresses:
Mr. G. E. Ferguson—Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. D. S. Brotchie—Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. A. Sinclair—Divisional Education Officer, West Lothian Division, 69/71 High Street, Linlithgow.
The closing date for applications is 5 December.

SPECIAL EDUCATIONAL SERVICES

HEAD TEACHER
NEW SCHOOL FOR MALADJUSTED PUPILS
Redhall, Craiglockhart, Edinburgh
(Re-advertisement)

Applications are invited from teachers with experience of working with emotionally disturbed pupils preferably in a promoted post, and with an appropriate special qualification, to take up post as soon as possible. This is a new purpose-built school for about 50 boys and girls of secondary age which is due to open in April 1976. The school will be associated with a nearby hostel to be provided by the Social Work Department which will accommodate a proportion of the pupils. The successful candidate will have the opportunity of being involved in the policy and planning from the outset.
Salary in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967, as amended. The following allowances are also payable:
Responsibility Allowance—£924. Maladjusted Allowance—£297.
Special Qualification to teach handicapped pupils—£192.
Allowance for secondary pupils—£216 (subject to confirmation).

PINEWOOD SCHOOL, BLACKBURN

A teacher is required for the first class (5-9 years) in the above school for severely mentally handicapped pupils. Prior experience of nursery or early primary education and/or a special qualification and experience are desirable but not essential. For teachers without a special qualification secondment for training would be considered after a period of satisfactory service.
Salary in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967, as amended.
Application forms for the above posts are available from the Divisional Education Officer, Division 2 (Personnel), 40, Torphichen Street, Edinburgh EH3 8JJ.
The closing date for applications is 5 December

SPECIAL EDUCATION
Deputy Headships
continued

SHEFFIELD
EDUCATION COMMITTEE
EAST HILL SENIOR SCHOOL
Required for January, 1976, a DEPUTY HEAD TEACHER for this Group 6 Special School. A Diploma in Special Education would be an advantage, together with suitable experience and interest in the education problems of E.S.N. children.
Salary: £4,893-£5,403.
Application forms are obtainable from the Chief Education Officer, PO Box 67, Leopold Street, Sheffield S1 1RJ, to whom they should be returned as soon as possible.

YORKSHIRE
HOLLY BANK SCHOOL
Halifax Road, Huddersfield HD3 3BW
Tel Huddersfield 27000
Applications are invited from suitably experienced TEACHERS for the post of DEPUTY HEAD TEACHER of this 4(S) Day Boarding School for 60 physically handicapped children aged five to 16. The person appointed will work with a multi-disciplinary team of teachers, doctors, physiotherapists, child care staff and teachers' assistants. They must be experienced enough and willing to share boarding house responsibilities with the Headmaster and care staff, including extraneous duties to a maximum of 15 hours per week.
As many of the children have severe multiple handicaps applications from persons with experience in special education other than physically handicapped will be considered equally with those having experience with physically handicapped.
Further details of the post may be obtained from the Headmaster who is prepared to discuss and show the school with interested persons.
Please apply to the above address for application forms which should be returned before 31st December, 1975.

Heads of Department

DORSET
SWANDOWN UPPER SCHOOL
Near Bournemouth
TEACHER in CHARGE of Unit for Hearing Impaired Children.
This is a new unit for senior children who are very severely or profoundly deaf. It is to be housed in the language and library block of this new school which offers excellent teaching facilities.
Salary—Scale 3.
Assistance with removal and legal expenses.
For application form (to be returned by 1 December) send foolscap stamped addressed envelope to Staffing Officer, County Hall, Dorchester, Dorset.

ST. HELENS
BOROUGH COUNCIL
EDUCATION COMMITTEE
HAYFORD SPECIAL SCHOOL
Newton-le-Willows
Applications are invited for the post of HEAD OF DEPARTMENT (Scale 3 (S)), with responsibility for Middle School curriculum development and co-ordination of out-of-school activities, required for January or September, 1976.
Experience in E.S.N.(M) work essential and preference given to holder of recognised qualification in this field. Ability to help with boys' leisure activities an advantage.
Further details of this post together with a form of application are available from The Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside, to whom completed forms should be returned.

WALSALL
METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
[illegible] SCHOOL
[illegible] Road, Leamore, Walsall WS3 2ED
Telephone: Bloxwich 76129
Required for April, 1976:
HEAD of CURRICULUM DEVELOPMENT. Scale 3 (S).
This is a key post and will require an experienced teacher who will be responsible for co-ordination of curriculum throughout the school. Interested candidates are welcome to visit the school to discuss the post with the Head Teacher Mr. M. [illegible].
Application forms and further details from the Head at the School.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
BROMHAM HOSPITAL SCHOOL
Bromham Hospital, Bromham
Required for January 1976, ASSISTANT TEACHER, probably to work with severely Physically Handicapped and Mentally Handicapped children in ward situation. Knowledge of music may result in Graded Post.
Application forms from Head.

BEXLEY
(London Borough of)
CRAYFORD SCHOOL
PARTIALLY HEARING UNIT
Headmistress, Miss B. Wakerell
Qualified and experienced TEACHER required for the Partially Hearing Unit for secondary aged children which is an integral part of Crayford Secondary School. It is hoped to appoint a teacher who will be interested to take an active part in the work of the school generally as well as being responsible for Partially Hearing Unit. Scale 3 plus S.S.A. and London Allowance.
L.A.A. £267. Assistance with removal expenses. Legal fees and disturbance allowance can be considered.
Application forms obtainable from Chief Education Officer (T.G.), Town Hall, Crayford, Kent.

BEXLEY
(London Borough of)
Qualified and experienced TEACHER of the deaf required as peripatetic teacher. The appointment to date from 1st January, 1976, if possible. Scale 3 and London Allowance.
L.A.A. £267. Assistance with removal expenses. Legal fees and disturbance allowance can be considered.
Application forms obtainable from Chief Education Officer (T.G.), Town Hall, Crayford, Kent.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
GROVELANDS EDUCATION DEVELOPMENT CENTRE (E.S.L.)
ADVISORY SERVICE
38 Grovelands Road, Purley, Surrey
Telephone 01-657 4758
Secretary, Mrs. M. M. Mumford
Applications are invited from suitably qualified and experienced TEACHERS of ENGLISH as a second language who have an active interest in language development and curriculum reorganization in both Primary and Secondary schools.
The successful applicant must be willing to work as a member of a team and to participate in School Centred Teacher Education. Must have own car for which appropriate allowance will be made.
Salary: Up to Scale 3 available for suitable applicant, with London Area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from, and returned to the Secretary at the above address as soon as possible.
Closing date, 12th December, 1975.

CUMBRIA
EDUCATION COMMITTEE
BROOK STREET CENTRE
Carlisle
Required January, 1976, or as soon as possible thereafter, a TEACHER (Scale 2 plus special allowance) to be in charge of this special education centre, which caters for groups of children requiring remedial help and others with attendance problems.
Application forms and further details obtainable from and returnable to G. A. Hargreaves, Assistant Director of Education, Civic Centre, Carlisle by 5th December, 1975.

DERBYSHIRE
EDUCATION COMMITTEE
BRACKENFIELD SCHOOL
Long Eaton
Headmaster, Mr. S. D. Evans
Applications are invited for the post of TEACHER-IN-CHARGE of a Unit of Autistic children at the above day special school to commence either in January or April 1976. Salary in accordance with the Burnham Report Scale 2(S).
The Unit, which is an integral part of the school, will take up to six autistic children.
Application forms and further details are obtainable from the Area Education Office, Grosvenor Road, Ripley.
Closing date for applications will be 5th December, 1975.

DORSET

Service for Hearing Impaired Children and Audiology

Applications are invited from suitably qualified and experienced teachers of the deaf for the following posts within a progressive service:—

PERIPATETIC TEACHERS OF THE DEAF

One post in East Dorset.

One post in West Dorset (based at Dorchester).

Applicants should be experienced teachers of both hearing and hearing impaired children and able to deal with a wide range of age and handicap. It will be an additional advantage if they have experience in parent guidance and advisory work.

Salary—Scale 2 or 3 according to qualifications and experience.

Travelling and subsistence allowance in accordance with nationally agreed scales.

PRIMARY SCHOOL UNIT—SYLVAN ROAD INFANT SCHOOL, POOLE

One teacher for Diagnostic/Nursery Unit.

One teacher for Unit for partially hearing infants. (These two units are part of a four-unit complex on the same site.)

Salary — Scale 2 or 3 could be available for an exceptional applicant according to the responsibilities undertaken.

Assistance with removal and legal expenses.

For application form (to be returned by 1 December) send foolscap stamped addressed envelope to the Staffing Officer, County Hall, Dorchester, Dorset.

EALING
(London Borough)
EDUCATION SERVICE
TONGFIELD SENIOR TUTORIAL CENTRE
Tongfield Road, Ealing, W.5
A TEACHER is needed as soon as possible for culturally-disorientated secondary school pupils experiencing serious learning problems.
An experimental unit at the above new Centre will aim to assess achievement and progress of children of non-indigenous background.
Experience of teaching in the Caribbean or of working with West Indian children will be a decided advantage.
Salary Scale 2 plus London Allowance of £331.
Further particulars and application forms (to be returned within three weeks of this advertisement) are obtainable from the Chief Education Officer at Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU.

SENIOR TUTORIAL CENTRE
Villiers Road, Southall
Middlesex
TEACHER-IN-CHARGE is required for this well-equipped centre which caters for pupils with learning difficulties who are withdrawn from their schools on a sessional basis but remain on the school roll.
Scale 3 salary (new Burnham) is payable plus London Allowance of £331. An Assistant Teacher (Scale 2) is already in post.
Application forms and further details from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging subsistence and travel expenses whilst looking for accommodation.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
THE DACRE DAY E.S.N. (M) SCHOOL
(Roll 83)
Erriff Drive, South Ockendon, RM15 5AY
Telephone, South Ockendon 3006
MASTER
For small class. Scale 2S for master willing and able to organize Games throughout the school.
London "fringe" allowance of £141 per annum is payable. Applicants are welcome to visit the school to discuss the post with the Headmistress.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HAMPSHIRE

NORTH WEST AREA

NORTH WEST HAMPSHIRE TEACHERS' CENTRE
QUEEN MARY'S COLLEGE
Cliddesden Road, Basingstoke, Hants.
Required for January, 1976, or as soon after as possible, an ASSISTANT ADVISORY TEACHER for children with learning difficulties.
A Scale 2 post is payable, together with a casual user car allowance.
Application forms obtainable from the Area Education Officer, North West Hampshire Area, Sun Alliance House, 37-41 Wote St., Basingstoke. Assistance with removal expenses in approved cases. Housing accommodation may be available.

HARINGEY
(Borough of)
Required for January, 1976, or as soon as possible thereafter.
ST. ANN'S HOSPITAL
St. Ann's Road, N.15
Experienced TEACHER required for group of short stay children mostly of nursery and infant age, some of whom will be handicapped. Scale 2 post for suitable candidate (plus Special Schools Allowance).
London Allowance, £351, payable.
Removal expenses—100 per cent allowed.
Application forms (stamped addressed envelope) may be obtained from The Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned as soon as possible.

HARROW
EDUCATION COMMITTEE
PERIPATETIC REMEDIAL TEACHER
Applications are invited from suitably qualified and experienced TEACHERS for this post. Applicants must have a sound knowledge of diagnostic and remedial teaching techniques in reading and spelling, and be prepared to teach children of both Primary and Secondary School age in small groups, or individually when specific learning difficulties have been diagnosed.
The post is based on the Child Guidance Centre and the teacher appointed will work under the general direction of the Senior Remedial Teacher.
Salary: Burnham Scale 3. Car allowance payable.
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender), lodging allowance of up to £6 per week and up to £600 towards Legal and Estate Agent fees may be payable.
Application forms from and to be returned to the Senior Educational Psychologist, HQ Gayton Road, Harrow, Middlesex, HA1 2LS, by 1st December, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
TUNBRIDGE WELLS DIVISION
ST. GEORGE'S DAY SPECIAL SCHOOL
Pembury Road, Tunbridge Wells
Mixed school for 117 E.S.N. children aged seven to 16.
TEACHER required for this purpose-built school. Scale 3(S). Interesting post calls for good organising ability and experience of children with learning difficulties. Situated in spacious grounds allows a wide range of social and educational activities. The local environment is very helpful towards the life and aims of the school.
Application forms (stamped addressed envelope) and further particulars from the Headmaster, who would welcome informal visits to the school. Telephone Pembury 2096.

KINGSTON-upon-Thames
(Royal Borough of)
DYSART SCHOOL E.S.N. (S)
Dukes Avenue, Kingston-upon-Thames KT2 5QY
Required for April, 1976, a TEACHER, qualified and experienced with E.S.N. (S) children. Scale 2S post (S) to nine years age group. There will be opportunities to show initiative and to actively participate in the development of the school curriculum. A special interest in Physical Education and Movement an advantage but not essential. Vacancy due to promotion of present holder.
London allowance £267. Assistance may be provided with removal expenses.
Application forms obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey, KT6 7DE, to be returned to the Headmistress as soon as possible.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
FAIRFIELDS SCHOOL
Trinity Avenue, Northampton
Required for January, 1976, an ASSISTANT TEACHER (Scale 2 plus Special Schools Allowance) with experience in Nursery Education to take charge of a Nursery Unit in this established, purpose-built school for physically handicapped children, age range 3 to [illegible] plus years.
Application forms and further information from the Headmaster (stamped addressed envelope, please).

SANDWELL
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
ARDEN DAY ESN (M) SCHOOL
(Group 6S)
Arden Road, Smethwick, Warley
Head Teacher: Mr. J. M. Adair
TEACHER required for January 1976 or as soon thereafter as possible, to take charge of HOME ECONOMICS and supervision of senior girls. Applicants who can offer associated activities such as P.E., Games, Dance Movement will be considered for a Scale 2 S Post. Previous experience in special education not essential but a candidate with good special school experience and qualifications could be considered for a Scale 3 S Post.
Interested teachers are invited to contact the Head Teacher (telephone 021-558 0275).
FIRS DAY SPECIAL SCHOOL
(Group 5S)
(Delicate and Physically Handicapped)
Coopers Lane, Smethwick, Warley
(Head Teacher Mrs. D. Davis)
Required for January 1976 or as soon thereafter as possible, a TEACHER interested in REMEDIAL EDUCATION for the physically handicapped. Scale 2 S Post available for suitably qualified and experienced person.
Interested teachers are invited to contact the Head Teacher (telephone 021-558 [illegible]).
Application forms, returnable by 12th December 1975, from Director of Education, P.O. Box 41, Highfields, West Bromwich, West Midlands, B70 [illegible].

SANDWELL
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
GLENVALE DAY SPECIAL SCHOOL (E.S.N. (S))
Torvale Street, West Bromwich
(Head Teacher Miss D. L. Blake)
TEACHER required—Scale 2S with responsibility for the nursery which includes approximately 16 children between the ages of two and five years, some of whom subsequently transfer to the main school and some with a variety of other problems.
Glenvale caters for approximately 100 pupils up to the age of 16-plus, including the nursery and Special Care Unit. The main school is housed in modern buildings with swimming pool and outdoor playing space; older pupils are accommodated in an annexe with ample practical facilities.
Application forms from Director of Education, Education Offices, P.O. Box 41, Highfields, High Street, West Bromwich B70 8RF, to be returned not later than 5th December, 1975.

SHEFFIELD
EDUCATION COMMITTEE
RENWOOD CENTRE
2 Clifford Road, Sheffield, S11 9AQ
Required for the beginning of the Summer Term, 1976, a TEACHER, preferably with some experience of working with problem children, who, in addition to normal duties, would be willing to help organize a wide range of outdoor pursuits. Help with musical activities would be an advantage though not essential. Scale 2.
Further particulars can be obtained from the Head of Centre, who should receive completed application forms by Friday, 12th December, 1975.

SUTTON
(London Borough of)
EDUCATION DEPARTMENT
SPECIAL EDUCATION
Applications are invited for the post of TEACHER in CHARGE
(Scale 2)
CHILDREN'S UNIT
BELMONT HOSPITAL
This is a diagnostic unit for 12 non-communicating children. It is essential that the applicant should be able to work with the medical, social and psychological disciplines and possess nursery/infant training. A qualification in or experience of teaching deaf/disturbed children would be a strong advantage.
Salary Scale 2 plus Special Schools Allowance and London Allowance, £267 per annum.
Application forms obtainable from and to be returned to the Director of Education, The Grove, Carshalton, SM5 3AL by Tuesday, 9th December.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
EAST PARK JUNIOR SCHOOL
Unit for Hearing Impaired Children
Scale 3 plus Special Schools Allowance
Applications are invited for appointment as soon as possible for the post of TEACHER-IN-CHARGE of this modern purpose-built unit for 30 hearing-impaired children of Junior age. Qualification and suitable experience in the teaching of deaf children essential.
Application forms and further details available from Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DH to whom they should be returned within 10 days of this advertisement (SAE please).

Scale 1 Posts

AVON COUNTY
NEW FOSSEWAY SCHOOL
New Fosseway Road, Hengrove
Bristol, BS14 9LN
(E.S.N. (S))
Required for January: ASSISTANT TEACHER for severely educationally handicapped pupils. The person appointed will be expected to teach a group of junior age children in the annexe of the school, situated in Westbury Park. Scale 1 post.
Application by letter to the Head with full details of qualifications, experience and names of two referees.

BARNET
(London Borough of)
FLOWER LANE SCHOOL ESN (S)
45 Flower Lane, Mill Hill, N.W.7.
Required for January, 1976, qualified TEACHER. Post offers good experience in happy environment with small group of children who are severely mentally handicapped. Special Schools and London Allowance.
In approved cases assistance may be given by way of housing, the payment of removal expenses and the payment of separation allowances.
Application forms (stamped addressed envelope) from Director of Educational Services, Town Hall, Friern Barnet, N11 3DL. Further details from the Headmistress (01-959 6460) to whom forms should be returned.

BERKSHIRE
EDUCATION COMMITTEE
WINDSOR/MAIDENHEAD DISTRICT
HOLYPORT MANOR SCHOOL
Holyport, Maidenhead, Berks
Required in January, or as soon as possible thereafter, TEACHER for age range eight to 16 in the E.S.N. (S) Department of about 70 children.
Scale 2 salary available to suitably experienced candidate interested in eventually taking responsibility for the Special Care Unit.
London Weighting £141 per annum.
Assistance with removal expenses in approved cases.
Forms and further details from the Headmaster (stamped addressed envelope).

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
SPECIAL SCHOOL ESN (M)
Scale 1 plus £201 p.a.
Required for January 1976, TEACHER to serve in a special school in the designated area of the new city of Milton Keynes. Appointment will be to the service of the County Council, and in the first instance a post at the White Spire School (130 resident and non-resident pupils aged five to 16) will be offered. From April 1976 a post at either White Spire School or Slated Row School (120 non-resident pupils) will be available.
The Development Corporation is making houses for rent available for which the successful candidate can be considered. Subject to the County Council's regulations, removal expenses up to £138 and board and lodging allowances will be payable.
Application forms obtainable from Mr. R. G. Roberts, Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY.
Please enclose a stamped addressed foolscap envelope.

CAMBRIDGESHIRE
CAMBRIDGE AREA
IDA DARWIN HOSPITAL SCHOOL
Fulbourn
A TEACHER is required from February for a special care unit for multiple handicapped children at this E.S.N. (S) school. Temporary post until July, 1976, in first instance. Scale 1. The Headmistress will be pleased to arrange for intending applicants to visit the school (telephone Cambridge 880301).
Application forms from the Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (stamped addressed envelope please) to whom they should be returned as soon as possible.

CAMBRIDGESHIRE
HUNTINGDON AREA
SPRING COMMON SCHOOL
American Lane, Huntingdon, Cambridgeshire
Required for April 1976 or sooner if possible, A suitably qualified TEACHER for a class of ten nursery aged E.S.N. (S) Children.
It is not essential that the person concerned should have specialist qualifications but it is essential that the person should be experienced in teaching young children. Spring Common school is a purpose-built special school with modern facilities. Special School Allowance will be added to the Scale 1 post.
Assistance is given with removal expenses.
Application forms and further information available from the Headmaster at the school.

CUMBRIA
EDUCATION COMMITTEE
INGWELL SCHOOL
Moor Row, near Whitehaven
(E.S.N. (M): 9-16: Roll 115)
Required Easter 1976, or sooner if possible, a TEACHER to take charge of a class in this mixed residential school. Readiness to undertake 15 hours extraneous duties per week (including some weekend supervision) essential. An allowance of £751 is payable in respect of this. A Scale 2(S) post may be available for a suitably experienced applicant.
Application forms obtainable from and returnable to the Director of Education, 5 Portland Square, Carlisle, as soon as possible.

CUMBRIA
EDUCATION COMMITTEE
WETHERIGGS SCHOOL
Penrith
Required January 1976 or as soon as possible an ASSISTANT TEACHER to work with E.S.N. (S) children: experience of work with special care children would be an advantage.
Application forms obtainable from and returnable to G. A. Hargreaves, Assistant Director of Education, Civic Centre, Carlisle by 5 December, 1975.

DERBYSHIRE
EDUCATION COMMITTEE
BELPER HOLBROOK CENTRE
Holbrook Road, Belper, Derbyshire
A TEACHER is required for January 1976 or April 1976 at the Centre for 35 Mentally and Physically Handicapped children. Salary Scale 1 plus special schools allowance.
Application forms to be obtained from and returned to the Area Education Office, Grosvenor Road, Ripley, Derbyshire DE5 3JE, as soon as possible.

DORSET
WYVERN DAY SPECIAL SCHOOL FOR E.S.N. (S) CHILDREN
(Mixed: three to 16 years)
307 Chickerell Road, Weymouth
TEACHER required from January or April, 1976, with ability to take PHYSICAL EDUCATION. Scale 2 post available for suitable applicant.
Assistance with removal and legal expenses.
For application form (to be returned to the Headmistress by 1st December) send foolscap stamped addressed envelope to the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.

NATIONAL CHILDREN'S HOME

NCH

Kent

Bourne Place School, Hildenborough

(Boarding School for Educationally Sub-Normal Boys and Girls recognized as efficient by the Department of Education and Science)

Owing to the continuing development of Bourne Place School we are now able to offer a Burnham Scale 2(S) post to a MAN teacher, suitably qualified and experienced, who could offer good basic subjects and who would be prepared to develop rural studies and elementary science with the senior pupils.
The service is fully recognized and pensionable under the Teachers' Superannuation Act. The appointment to take effect in January 1976 or at Easter 1976.
The teacher appointed will be expected to undertake a limited amount of extraneous duties, for which the recognized payment will be made.
The school is situated in excellent new buildings. A delightful two bedroomed flat is available for a married man. Accommodation is available for a single person.
The National Children's Home is a Methodist foundation and applicants should be committed to the Christian way of life.

Application forms and further particulars from:
Education Secretary,
NATIONAL CHILDREN'S HOME,
(Dept. TES),
85 Highbury Park, London N5 1UD

PERIPATETIC ADVISORY REMEDIAL TEACHER

Burnham Scale 3 required for January 1976 or as soon as possible thereafter.

Applications are invited from teachers with good teaching experience for the above post in the Authority's Remedial Service. Specialist qualifications and experience in remedial teaching are essential.

Application forms and further particulars available from **the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (telephone Uxbridge 38232, Ext. 275).**

London Allowance Payable.
75% removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

LONDON BOROUGH OF HILLINGDON

SPECIAL EDUCATION
Scale 1 Posts
continued

ESSEX
COUNTY COUNCIL.
Generous Removal, Lodging and Disturbance Allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
CHIGWELL HIGH VIEW SCHOOL
(Hall 87)
Fairbourne Road, Chigwell
IG7 6HY
Tel. 01-500 6660
RESIDENT ASSISTANT MISTRESS
Required for January, 1976, or as soon as possible, for this co-educational school for E.S.N. (M) Seniors. An interest in music is desirable. Besides teaching commitment, residential duties of an average of 15 hours a week is expected.

Married or single accommodation available free of charge, plus £270 per annum for the additional duties. London and Special Schools allowances are payable.

Apply for further details to the Headmaster by letter or telephone.

GLOUCESTERSHIRE
LONGFORD SCHOOL
Longford Lane, Gloucester
Two qualified TEACHERS required from January 1, 1976, temporary to August 31, 1976:
(1) Junior E.S.N. (M) Department,
(2) E.S.N. (S) Department
Salary: Burnham Scale 1 plus special schools allowance.

Forms from and returnable to the Head. Enclose stamped addressed envelope.

HAMPSHIRE

PORTSMOUTH AREA

EAST SHORE SCHOOL

Eastern Road, Portsmouth
PO3 5BP
Required for January, 1976, or as soon as possible, a suitably qualified TEACHER to work in the SPECIAL CARE UNIT at this school for severely handicapped children. Scale 1 post plus special school allowance.

Further information can be obtained by telephoning the school: Portsmouth 21865.

WATERSIDE SCHOOL

Tipner Lane, Portsmouth
PO2 8RA
Required for January, 1976, or as soon as possible. A suitably qualified and experienced TEACHER for this school for maladjusted boys and girls. Scale 1 post plus a special school allowance.

Further information can be obtained by telephoning the school: Portsmouth 65661. Assistance with removal expenses in approved cases. Apply by letter to the Headmaster at the school as soon as possible.

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEREFORD, WHITECROSS SCHOOL
Baysham Street, Hereford
HR4 0EA.
Required for January, 1976, if possible, a TEACHER, Scale 1, with experience of, or interest in, teaching children with learning difficulties to work in Special Education Unit.

Application forms available from the Headmaster to whom they should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL

ST. ALBANS DIVISION

WENTWORTH SCHOOL
Townsend Drive, St. Albans

Adaptable TEACHER required for January with interest in special education at this small residential school for senior girls. Some evening duties.

Applications to the Headmistress.

HILLINGDON
(London Borough of)
HEDGEWOOD SCHOOL
(E.S.N.—M)
Weymouth Road, Hayes, UB4 8NF
Headmaster: O. G. Best,
B.Sc. (Econ.)
Required for January, 1976, or as soon as possible thereafter, ASSISTANT TEACHER for whom a Scale 2 post is available.

This post would be particularly suitable for a male teacher and those interested are invited to visit the school prior to making formal application.

Application forms from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex, UB8 1HA (telephone Uxbridge 38232, Ext. 275), to whom they should be returned as soon as possible.

London allowance payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

CANTERBURY DIVISION

BEECH HOUSE SPECIAL SCHOOL. ASSISTANT TEACHER required for GENERAL SUBJECTS and MUSIC (including instrumental teaching) at this purpose-built school providing education for children placed in the adolescent unit of St. Augustine's Hospital (Psychiatric). At present there are 21 pupils (age range 11 to 16½) resident in the unit or attending daily and the school roll will eventually be 50.

Application forms may be obtained from the Divisional Education Officer, 78 London Road, Canterbury, Kent.

MAIDSTONE DIVISION

BOUGHTON MOUNT E.S.N. (S.) SCHOOL
Boughton Lane, Maidstone
TEACHER to specialise in PHYSICAL EDUCATION. Age range of pupils five to 16 years. Person appointed will be expected to develop individual programmes for children with various handicaps.

Application forms from the Headmaster.

NATIONAL
CHILDREN'S
HOME
NCH

HILTON GRANGE SCHOOL,
BRAMHOPE, NR. LEEDS

(Boarding School for Educationally Sub-Normal Boys and Girls recognised as efficient by the Department of Education and Science.)

There will be a vacancy for a MAN teacher at this school in January 1976 or at Easter 1976, to do general class teaching and Physical Education with the boys. Facilities for P.E. are good, with adequate playing fields and a small indoor swimming pool.

An outdoor pursuits programme is being developed and the successful applicant will be expected to offer help with this project.

The teacher appointed will be required to undertake a limited amount of extraneous duties, for which the recognised payment will be made.

The service is fully recognised and pensionable under the Teachers' Superannuation Act, Burnham Scale 1 plus special school allowance of £351 p.a.

The National Children's Home is a Methodist foundation and applicants should be committed to the Christian way of life.

Application forms and further particulars from the Education Secretary, NATIONAL CHILDREN'S HOME (Dept. TES), 85 Highbury Park, London N5 1UD.

LINCOLNSHIRE
EDUCATION COMMITTEE.
BOSTON, PILGRIM HOSPITAL SPECIAL SCHOOL.
Scale 1 £2,253 to £3,744 plus Special Schools Addition, £351.
Experienced ASSISTANT TEACHER required for April, 1976, mainly for infant and nursery groups.

Forms from Divisional Education Officer, County Hall, Boston, Lincs.
BOSTON, THE JOHN FIELDING SPECIAL SCHOOL
Scale 1 £2,253-£3,744 plus Special Schools Addition, £351
(Roll 50).
ASSISTANT TEACHER required at this special school for severely subnormal children up to 16 years of age.

Forms from Divisional Education Officer, County Hall, Boston, Lincs.

MERTON
(London Borough of)
EDUCATION COMMITTEE
ST. CHRISTOPHER'S SCHOOL
Church Road, Mitcham CR4 3BB
Required as soon as possible, two ASSISTANT TEACHERS for this secondary E.S.N. day school. One post for craft, including metal and woodwork and/or a second post available for general subjects with boys games. Above Scale posts could be available for suitable applicants.

Burnham Scale plus London and Special Schools Allowance.

Fringe benefits may be available for the above posts from the Director of Education, Station House, London Road, Morden, Surrey SM4 5DR.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
JOHN GREENWOOD SHIPMAN HOME SCHOOL
121 Harlestone Road, Northampton
Required for January 1976, temporary ASSISTANT TEACHER (possible permanent post) for small class of physically handicapped children, ages approximately 7-10. Preferably infant training.

Music and/or Certificate for Teachers of Handicapped Children desirable but not essential.

Salary: Scale 1 with Special Schools allowance.

Application forms from The Acting Headteacher (s.a.e. please).

NORTH YORKSHIRE
(County of)
WELBURN HALL SCHOOL
Kirkbymoorside
Applications are invited for the post of ASSISTANT TEACHER for Infant/Lower Junior children at Welburn Hall School, a boarding special school for physically handicapped girls and boys. Accommodation available for single person.

Salary: Burnham Scale 1 plus £351 per annum special schools allowance and £720 per annum for extraneous duties.

Further details may be obtained from the Headmaster. Tel: Kirkbymoorside 31218.

Application forms (returnable within 12 days of advertisement) from the County Education Officer, County Hall, Northallerton DL7 8AE.

SHROPSHIRE
CONDOVER HALL SCHOOL,
FOR BLIND CHILDREN
WITH ADDITIONAL HANDICAPS
Condover, near Shrewsbury
(Administered by the Royal National Institute for the Blind)
Required for January 1976, or as soon as possible thereafter. Two ASSISTANT TEACHERS at purpose-built Unit for about 27 deaf-blind children aged 11 to 18. Experience of deaf or blind children, although preferable, is not essential; experience of maladjusted or slow-learning children would be useful.

Scale 2 post available for suitably qualified applicant. Allowance of £720 per annum (under review) for 15 hours' extraneous duties. Four-bedroom house available at nominal rent.

Apply in writing to the Headmaster, Condover Hall School, Condover, near Shrewsbury, Salop. SY5 7AH.

SURREY
LINGFIELD HOSPITAL SCHOOL
LINGFIELD, SURREY RH7 6PN
Headmaster: C. V. Thomas
Applications are invited for a post vacant in January 1976, in this residential Special School for over 500 multi-handicapped pupils (boys and girls).
CLASS TEACHER—for Senior E.S.N. (M) pupils.
Applicants should have a genuine interest in children with multiple handicaps. Experience and/or qualifications in teaching children with difficulties would be added recommendations. Burnham Scale 1 plus Special Schools allowance, plus London Allowance of £141.

Modern Housing available at reduced rental for married teacher who is prepared to take part in out of school activities for not more than 12 hours per week. Payment for these extraneous duties at nationally agreed rates.

Apply immediately for application forms and further details from the Headmaster.

SURREY
COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £141 p.a. THROUGHOUT THE COUNTY.

★ Generous relocation expenses in approved cases.

PORTESBERY SCHOOL, CAMBERLEY

An Assistant Teacher is required to take a group of 9-11 year olds in this modern school for ESN(S) children. Salary within Scale 1 plus Special Schools addition. Further details and application forms available from the Headmistress. Tel.: Camberley 2078.

CLAYBOURNE SCHOOL (ESN(M)), ADDLESTONE

A Master is required for a class of slow learners aged 12-13. Salary Scale 1 plus Special Schools addition but scale post available for suitable applicant. Application forms and further details available from the Headmaster. Tel. Chertsey 62376.

TEMPLE COURT SCHOOL, GUILDFORD

A Master is required at this purpose-built school catering for 150 slow learning boys and girls in the age-range 5-16 years. The successful candidate would be asked to offer a creative and integrated area of learning in a workshop-type setting to a small group of boys aged 15-16 years. Salary Scale 1 plus Special Schools addition, but scale post available for suitable candidate. Application forms and further details available from the Headmaster. Tel. Guildford 69873.

WISHMORE CROSS SCHOOL, CHOBHAM

Master required at this boarding school for 50 senior maladjusted boys. Emphasis on remedial teaching skills; teachers new to residential/special education are invited to apply. Small groups in residential situation offers opportunity to develop individual learning schemes. Special Schools allowance payable plus payment of £720 p.a. in respect of 15 hours per week extraneous duties. Accommodation with up to three bedrooms available. Enquiries to the Headmaster. Tel. Chobham 7565.

NUTFIELD PRIORY SCHOOL, NUTFIELD, REDHILL

An Assistant Teacher is required at this boarding school for some 50 severely deaf boys and girls to teach GEOGRAPHY/ENGLISH (mainly at remedial level). Qualified teacher of the deaf preferred, but an enthusiastic teacher willing to obtain the necessary qualifications would be considered. Salary within Scale 1 plus Special Schools addition, plus allowance for extraneous duties of up to 15 hours per week, currently £720 p.a. Accommodation for a single person available. Application forms and further details available from the Headmaster. Tel. Nutfield Ridge 2257.

EWELL COUNTY SECONDARY
(Partially Hearing Unit)

Required as soon as possible, an experienced Teacher of the Deaf to take charge of a recently established Partially Hearing Unit to serve the additional needs of a group of fully integrated, partially hearing pupils. The post calls for initiative and organising ability with the successful applicant able to take part in team assessment with a comprehensive provision for hearing-impaired in the area. Scale 3 post. This school is Comprehensive. For any enquiries please contact the Headmaster, Mr. D. S. Lanham. Tel. 01-397 0071.

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

MARIE CORELLI SPECIAL (E.S.N.) SCHOOL
Drayton Avenue, Stratford-upon-Avon

Required for April, 1976, MASTER for general class teaching middle school range and to be responsible for BOYS' PHYSICAL ACTIVITIES. A qualification in the teaching of handicapped children is desirable, as well as experience of modern primary and secondary methods. Enthusiastic approach essential.

Salary: Burnham Report, Assistant Teachers Scale 2, for suitable candidate.

Application forms and further particulars from the Head at the school (telephone Stratford Avon 4052).

M. L. Ridger, County Education Officer, 22 Northgate Street, Warwick.

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

RIVERHOUSE SPECIAL SCHOOL
Stratford Road, Henley in Arden, West Midlands
Qualified TEACHER required at this attractively situated boarding school for 36 maladjusted boys aged 8-16 years. This is a resident post and a variety of accommodation is available.

Salary: Burnham Report, Assistant Teacher's Scale 1, plus special schools allowance of £351 per annum. Possibility of early promotion for suitable candidate. Allowance of £720 a year for 15 hours extraneous duty each week, less a deduction for rent and meals.

Application forms from the Head, Mr. H. Bull, at the school (telephone Henley in Arden 2514). Interested teachers are welcome to visit.

M. L. Ridger, County Education Officer, 22 Northgate Street, Warwick.

WILTSHIRE
MARLBOROUGH CHILDREN'S HOSPITAL SCHOOL
The Common, Marlborough
SN8 1JT
(N.o.r. 70)
Qualified experienced TEACHER required as soon as possible, mainly for small groups of individual teaching covering the age range five to 16.

Application forms and further details from the Headmaster.

WILTSHIRE
MIDDLEFIELD SCHOOL
E.S.N. (S)
Hungerdown Lane, Chippenham
Wiltshire.
TEACHER required for SPECIAL CARE Unit. Experience in Special Education preferred. Scale 1 Post plus Special Schools' allowance.

Further details and application form from Chief Education Officer, County Hall, Trowbridge, returnable by 1st December.

Further information may also be obtained from Mrs. E. E. Weston, Headmistress. Telephone Chippenham 50136.

Independent Schools

Headships

OXON

COKETHORPE SCHOOL
near Witney
The Governors of Cokethorpe School invite applications from GRADUATES of a British University for the post of HEADMASTER vacant in September 1976 on the retirement of Mr. P. M. S. Allen.

The school is a member of The Governing Bodies' Association. There are 130 boys, mostly boarders, aged 13 to 18, working on "O" and "A" level syllabuses.

Distinctive features of the school are its small size, and a high ratio of masters to boys.

Enquiries should be made under Private and Confidential cover to The Secretary, Cokethorpe Educational Trust Ltd., at the above address. Full details will be sent in reply.

Deputy Headships Senior Masters/Mistresses

HERTFORDSHIRE
ST. ALBANS SCHOOL
(Direct Grant)
Required in September, a DEPUTY HEAD.

Details of the School and of this appointment from the Headmaster, Abbey Gateway, St. Albans, Hertfordshire AL3 4HB, to whom applications should be sent with curriculum vitae and the names of two referees.

SUFFOLK
FELIXSTOWE COLLEGE
IP11 7NQ
(Independent Public School: day and boarding)
360 girls: 90 in Sixth Form.
Required for September, 1976, DEPUTY HEADMISTRESS for this Group 7 school. The successful candidate will also be required to teach approximately 18 periods a week and should state subjects offered. There are no resident duties. Burnham Scale. Government Superannuation.

Applications by letter, with references, to the Headmistress, from whom further information may be obtained.

By Subject Classification

Art and Design

HERTFORDSHIRE
ST. FRANCIS' COLLEGE
Letchworth SG6 3PJ
Independent Day and Boarding School for Girls.
Number on roll 360 11 to 18 year olds.
Required beginning of February: ART TEACHER to be responsible for the subject to "O" and "A" level. Must be able to teach textile design, as well as drawing and painting. Temporary or permanent post. Salary in accordance with age and experience.

Applications, with the names of two referees, in writing to the Headmistress.

SURREY
WEYBRIDGE, ST. GEORGE'S COLLEGE
(Boys' R.C. H.M.C. About Sixth Form)
Wanted January, 1976, MASTER to teach Art to "O" level and History of Art to "A" level in modern department of the above school.

Salary: according to experience. Non-resident.

Apply in writing with three references to the Headmaster as soon as possible.

Commercial Subjects

CAMBRIDGE
Required for January for the CAMBRIDGE MARLBOROUGH SECRETARIAL COLLEGE (Pitmans).
Lady TEACHER of PITMAN SHORTHAND able also to offer related Secretarial Subjects.

This is a new college in delightful surroundings. Good salary and conditions of service. Pension Scheme.

Please write or telephone, with details of education, qualifications and experience, to The Principal, Cambridge Marlborough Secretarial College, Bateman Street, Cambridge CB2 1LU. Telephone Cambridge 67016.

LONDON
TEACHER of FRENCH and/or GERMAN SHORTHAND (Pitman adaptation) required for about four hours per week from January 1976 at a Private Secretarial College in Central London. Remuneration £3.00 per hour. Hours by arrangement.

Please apply with details of age, qualifications, experience and times offered to: The Principal, L.T.C. Secretarial College, 26/32 Oxford Street, London W1A 4DY.

Domestic Subjects

OXON
SIBFORD SCHOOL
Sibford Ferris, Banbury, Oxon OX15 5QL
(Coeducational boarding school—360 pupils)
Required for January 1976:
A TEACHER for HOME ECONOMICS who will act as Assistant Housemistress in a house for 40 girls.

Salary Burnham Scale according to experience, with special allowance for house responsibilities.

Application forms and further details from the Headmaster.

English

Heads of Department

OXFORDSHIRE
SCHOOL OF S. HELEN AND S. KATHARINE
Abingdon
(Church of England direct-grant Grammar School, reverting to full independence; 480 girls; 120 in Sixth Form; six miles from Oxford.)
HEAD of ENGLISH for September 1976. Well qualified Graduate with a scholarly interest in both the subject, particularly at "S" and open scholarship levels, and in its contribution to general education, required to teach throughout the School. Scope for a vigorous person to continue the development of a large department.

Salary scale according to qualifications and experience.

Apply in own handwriting with curriculum vitae and names and addresses of two referees, to the Headmistress.

PERTHSHIRE
GLENALMOND
HEAD of ENGLISH required for September, 1976. Experienced and well qualified man sought to run the Department and teach English to University Scholarship level. Wide scope for developing Drama. Free married or bachelor accommodation provided.

Apply with curriculum vitae, naming two or more referees, to the Warden, Trinity College, Glenalmond, Perthshire, from whom further details of the post can be obtained.

Other Assistants

KENT
THE KING'S SCHOOL
Canterbury
Required in September, 1976, a MASTER to teach ENGLISH up to Open Scholarship level. A candidate who could also teach Art or Art History might be particularly welcome, but this is not obligatory. Accommodation available.

Apply sending curriculum vitae and the names and addresses of two referees to the Headmaster.

LONDON, S.E.7
ENGLISH TEACHER (FEMALE) required for Spanish School (ages five to 14). Primary experience essential. Knowledge of Spanish preferable.

Write with curriculum vitae to the Headmistress, Colegio Cañada Blanch, 131 Charlton Road, S.E.7.

Geography

ESSEX
PARK SCHOOL FOR GIRLS
20 Park Avenue, Ilford, Essex
Required as soon as possible qualified GEOGRAPHY TEACHER up to "O" level with some HISTORY or GENERAL SCIENCE if possible.

Salary negotiable.

Phone 01-554 2166.

HERTFORDSHIRE
Experienced, part-time TEACHER required in January to teach GEOGRAPHY to three lower forms of Secondary school and Mathematics to one First-Year class. Burnham Scale.

Apply, stating qualifications and references, to Headmistress, Poles Convent, I.G.J., Ware.

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS
Girls' Public Day School Trust
Required for January, MASTER or MISTRESS to share the teaching of ENGLISH throughout the school up to Advanced Level and University entrance. Salary Scale 1 or 2 according to qualifications and experience. A part-time appointment is a possibility.

Apply in writing with copies of testimonials and giving names and addresses of two referees to the Headmistress, 9 Arboretum Street, Nottingham.

SOUTHAMPTON
ST. MARY'S COLLEGE
Midanbury Lane, Southampton
R.C. Independent Grammar School (440 boys)
Required in January, 1976, or as soon as possible thereafter an ASSISTANT MASTER to teach GEOGRAPHY to "A" and "O" Levels. Scale 2 post. Burnham.

Apply, giving curriculum vitae and names of two referees to the Headmaster.

(Re-advertisement)
THE LADIES' COLLEGE
GUERNSEY, C.I.

Applications are invited for the appointment of a

HEADMISTRESS

for this Grant-Aided Girls' School (Group 8) which caters for pupils between the ages of 5 and 18 in two separate departments. The appointment will date from the beginning of the Summer term, 1976, or as soon as possible thereafter. There are at present 360 pupils in the Senior School and 140 in the Junior Department.

Application forms and further particulars are obtainable from the Bursar, The Ladies' College, Les Gravées, Guernsey, Channel Islands, to whom they should be returned by 6th December, 1975.

Assistance will be given with removal and incidental expenses.

PITMANS
COLLEGES

London ✻ Oxford ✻ Cambridge
Leeds ✻ Wembley ✻ Wimbledon

PRINCIPAL

Applications are invited for this important appointment. Please write for a job description in the first instance, to: Peter Pitman
Pitman House
39 Parker Street London WC2B 5PB

pitmans

INDEPENDENT
Geography
continued

SURREY
KING EDWARD'S SCHOOL
Witley
Independent, coeducational Boarding School.
(H.M.C.: 430 pupils)
Required in September, 1976, a second ASSISTANT in the GEOGRAPHY DEPARTMENT.
Full details from the Headmaster at the school.

History

Heads of Department

NOTTINGHAM/DERBY
TRENT COLLEGE
Long Eaton, Nottingham
(H.M.C.: 600 boys, aged 11 to 18)
Required for September, 1976, owing to retirement. This post offers scope for an HISTORIAN of wide and enthusiasm and wide-ranging interest to develop a highly successful and stimulating department.

Facilities are good and video-tape and other visual aids are available.

Interest in out-of-school activities and games welcome. Salary scale is Burnham plus.

Applications to the Headmaster, with names of two referees.

Mathematics

BUCKINGHAMSHIRE
PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
HP15 6LP
Recognised board and day school for 370 girls.
There will be a vacancy in January, 1976, for a teacher able to take MATHEMATICS up to Advanced Level.
Burnham Scale with Government Superannuation. Scale 2 post money available for suitably qualified candidate.

Modern Languages

Heads of Department

YORKSHIRE
COPLANBY HALL SCHOOL
Ripley
(Independent School under the Board of Management for Methodist Residential Schools—380 girls)
HEAD of DEPARTMENT—MODERN LANGUAGES.
GRADUATE required for September, 1976, to teach FRENCH to "O" and "A" level and organize department (50-60 in Sixth Form). Residential or non-residential. Possibility of combining post as Warden of Sixth-Form House—pleasant accommodation in delightful surroundings.

Further emoluments for residential duties. Burnham Scale.
Head of Department Allowance according to experience.

Write Headmistress for application form.

Other Assistants

BIRKENHEAD
BIRKENHEAD HIGH SCHOOL
G.P.D.S.T.
86 Devonshire Place, Birkenhead
Required for September, 1976:
Full Honours GRADUATE to share the teaching of FRENCH throughout the school to university scholarship standard. Allowance available to suitably qualified candidate according to experience. Beginner also welcome.

Please apply direct to the Headmistress giving the names and addresses of two referees and details of qualifications and experience.

CHELTENHAM
CHELTENHAM COLLEGE
Required for September, 1976, a GRADUATE to teach FRENCH with preferably some German as a subsidiary. Sixth Form work will be available in both subjects in a strong department well equipped with audio-visual resources. Good extra-curricular interests essential.

Applications to the Headmaster, Cheltenham College, Cheltenham, Gloucestershire, giving full personal details and the names of two referees.

CHELTENHAM
FRENCH SPECIALIST having good honours degree with (Spanish preferably) as a subsidiary language required for September, 1976. Strong as an additional recommendation. Own salary scale.

Applications to the Headmaster, Dean Close School, Cheltenham, with curriculum vitae and names of two referees.

LONDON S.E.9
ELTHAM COLLEGE
H.M.C. Boarding and Day
LINGUIST required for April or September, 1976, to teach FRENCH and GERMAN from first form, up to "A" level and beyond in at least one language. Active Modern Languages Department uses audio-visual methods and modern courses throughout, with recently improved equipment. Coaching ability or strong interest in games, especially rugby, desirable. Burnham Scale plus London Allowance. Staff flats sometimes available.

Letter with curriculum vitae and names of two referees to Headmaster, Eltham College, London SE9 4QF.

MIDDLESEX
THE JOHN LYON SCHOOL
Harrow
(Independent, Day, H.M.C., 450 boys from 11 to 18)
A MASTER will be required in April or September, 1976, to teach FRENCH and GERMAN at all levels including University Scholarship level.

Salary above London Burnham. It is hoped to make a permanent appointment for April but a temporary man would be considered for the Summer Term.

Apply with full personal details and names of at least two referees to the Headmaster, The John Lyon School, Middle Road, Harrow HA2 0HN.

Music

Heads of Department

SHROPSHIRE

SHREWSBURY SCHOOL

The Headmaster wishes to appoint a DIRECTOR of MUSIC to take up his duties in September, 1976, on the retirement of the present Director.

Applications should be made to the Headmaster, Shrewsbury School, Shropshire (from whom further details can be obtained) by December 14th. Interviews will take place in the second week of January.

Other Assistants

YORK
ST. OLAVE'S SCHOOL
(St. Peter's Junior School)
An Independent school of some 300 boys aged eight to 13

Required in January, 1976 (if possible) or later:—
Full-time TEACHER of STRINGED INSTRUMENTS.

To teach individual lessons, group lessons, and to assist with class music teaching and in training the orchestra.

For full details apply the Headmaster.

Pastoral

OXFORD
HEADINGTON SCHOOL
Required in January:—
(1) RESIDENT ASSISTANT HOUSEMISTRESS in Sixth Form House. Post would suit mature professional woman.
(2) RESIDENT help in a Boarding House. Post suited to a candidate interested in people and in practical matters.

Apply, with names and addresses of two referees, to the Headmistress at the school.

Physical Education

REQUIRED as soon as possible, or January, full-time Physical Education Mistress to take Netball and if possible Lacrosse in independent Recognized girls school, Ealing Broadway W.5. Part-time or temporary considered. 997 1583.

Religious Education

KENT
SUTTON VALENCE SCHOOL
Nr. Maidstone
Applications are invited for the post of CHAPLAIN to take up his duties in September, 1976 or, if possible, in January or May 1976.

Salary Burnham plus.

Further details can be obtained from the Headmaster, to whom applications, together with curriculum vitae, and names and addresses of at least two referees, should be sent.

SURREY
KING EDWARD'S SCHOOL
Witley
Independent, Coeducational Boarding School
H.M.C. (430 pupils)
The position of ASSISTANT CHAPLAIN is vacant and the post must be filled not later than September, 1976. The need is for an ordained member of the Church of England, under 35, and preferably with teaching experience. Accommodation is available, suitable for either a married or single man.

Inquiries immediately to the Headmaster, from whom full details of the school and the post can be obtained.

Science

CHELTENHAM
CHELTENHAM COLLEGE
Required for September, 1976, a GRADUATE to teach PHYSICS to all including the highest level. A combined course is taken to O level, followed by A level Nuffield.

Interest in Applied Sciences would be welcome, also in games and other out-of-school pursuits. Residence available for bachelors or married men.

Applications to the Headmaster, Cheltenham College, Cheltenham, Gloucestershire, giving full personal details and the names of two referees.

CHELTENHAM
SENIOR BIOLOGIST required for September, 1976. Own graded salary scale.

Applications to the Headmaster, Dean Close School, Cheltenham, with curriculum vitae and names of two referees.

DEVON
BLUNDELL'S SCHOOL
Will have a vacancy for a PHYSICS MASTER in September, 1976, required for university entrance and elementary forms.

Enquiries, including qualifications and names of two referees, should be made to the Headmaster, Blundell's School, Tiverton, Devon EX16 4DN.

KENT
BETHANY SCHOOL
Goudhurst, Kent
(S.H.M.I.S.; 275 boys 11 to 18 and P.S.Y.B., page 723)
Required, a MASTER to teach mainly BIOLOGY at all levels from January next. Either temporary for one or two terms or permanent from either January, April, or September. Possibility of Head of Science for experienced candidate. State other interests.

Full details from Headmaster (Goudhurst 273).

LONDON
EARLS COURT TUTORIAL COLLEGE
Requires January, GRADUATE to teach BIOLOGY to "A" level, part-time or full-time. "A" level CHEMISTRY also an advantage.

For particulars write: Principal, 41 Redcliffe Square, London, SW10 9HF.

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford
Required January, 1976, a GRADUATE and qualified ASSISTANT MISTRESS to teach part time both PHYSICS and CHEMISTRY to O.S.E. level at least.

Possibility of some Advanced Level work later to suitable applicant.

Reply as soon as possible with full details to the Headmistress giving the names of two referees.

READING (near)
THE ORATORY SCHOOL
Woodcote
Required for September, a MASTER to teach CHEMISTRY at both "A" and "O" Level.

Ability to coach games an advantage. Salary: Burnham plus.

Applications, including a curriculum vitae, to the Headmaster.

SURREY
CROHAM HURST SCHOOL
South Croydon
(Independent Public Day School of 500 Girls)
Recognised by the Department of Education and Science.
Required for January, 1976, MISTRESS to teach BIOLOGY to "O" and "A" levels. This could be a temporary and part-time post for two terms.

Apply in writing with curriculum vitae, testimonials and names of referees to The Headmistress, 79 Croham Road, South Croydon, Surrey CR2 7YN. Telephone 01-680 3064.

MASTER/MISTRESS required in 1976 to teach Physics and Biology throughout the school up to and including "O" level. Write Box TES 2006, The Times WC1X 8EZ.

Technical Studies

BANFFSHIRE
An unusual vacancy for an exceptional man.
TEACHER of ARTS and CRAFTS and TECHNICAL SUBJECTS required (January if possible) to:
(i) teach 8-13½ year olds (revitalise existing dept.).
(ii) Undertake day to day maintenance of Georgian mansion and estate (school) buildings.
(iii) Join fully into life and activities of co-ed boarding preparatory school.
Accommodation for bachelor in school. Limited married accommodation available.
Apply with full details and C.V. to E. J. N. T. Conhill, Aberlour House, Aberlour, Banffshire AB3 9LJ.

Other than by Subject Classification

DUMFRIESSHIRE

BURNHEADS SCHOOL
Moffat
Boarding school for girls

Required for January or April, 1976, graduate or well-qualified TEACHER of MATHEMATICS and/or CHEMISTRY. Resident or non resident. Sixth-Form classes.

Letters of application and names of two referees to the Headmistress.

LONDON, S.W.3
LUCIE CLAYTON FINISHING SCHOOL
requires a TEACHER (20-35) of MOVEMENT and MIME, starting January, and also a TEACHER of ENGLISH for Lucie Clayton Secretarial College.
Apply the Director, 168 Brompton Road, S.W.3. Telephone 01-581 0024.

SUFFOLK
ORWELL PARK SCHOOL
Required for September or April, 1976:
(1) An experienced TEACHER in MATHEMATICS up to Public School Scholarship standard.
(2) An experienced TEACHER in FRENCH up to Public School Scholarship standard capable of taking over the French department.
Salary Burnham plus. Accommodation available for bachelor and possibly for a married man.

SURREY
RIPLEY COURT SCHOOL
Ripley
Telephone: 048643 3217
Recognised Boys' Preparatory School
Qualified TEACHER, resident/non-resident required in January for class of nine-year-olds. Good English-number teaching most important. Encouragement given to use ideas and training.

Good testimonials essential, experience desirable.

Art, music, drama, swimming, games, other interests welcomed. 200 yards village and Green Line. Burnham Scale, Government Superannuation.

Telephone Headmaster, transferred charge, personal call.

GABBITAS-THRING
SERVICES LTD.
6, 7 & 8, Sackville Street
London W1X 2BR
Telephone 01-734 0161
are seeking well-qualified, experienced School Teachers for posts in
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts

Preparatory Schools

Headships

HEREFORD
MARGARET ALLEN PREPARATORY SCHOOL
Applications are invited for the HEADSHIP of this day school of approximately 150 girls aged 5-11, for September, 1976 (or earlier by arrangement). Salary in excess of Burnham at the appropriate scale.

Information is available from Mrs Burlton, Byford House, Byford, Hereford HR4 7LD. Closing date for applications 18th December, 1975.

This post is readvertised owing to the illness of the Headmistress appointed in July.

LONDON, S.W.19
KING'S COLLEGE JUNIOR SCHOOL
Wimbledon
Applications are invited for the post of HEADMASTER of the King's College Junior School, which becomes vacant on the 1st September, 1976, on the retirement of Mr. P. J. Gibbs. The school, which is an independent day school with some 375 boys of eight to 13 years, is on the same site as the senior school and shares all its facilities.

Further details of responsibilities, salary etc., may be obtained from the Headmaster, King's College School, Wimbledon S.W.19.

Deputy Headships Senior Masters/Mistresses

BRIGHTON
BRIGHTON COLLEGE JUNIOR SCHOOL
Will be making in September 1976, a new senior appointment, DIRECTOR of STUDIES, who will be responsible for the organisation of the school's academic structure.

Further details can be obtained from the Headmaster, Walpole Lodge, Walpole Road, Brighton BN2 2EU. Please enclose a stamped addressed envelope.

By Subject Classification

English

KENT
MARLBOROUGH HOUSE SCHOOL
Hawkhurst, Kent TN18 4PY.
Boys I.A.P.S.
In April, 1976. A qualified TEACHER for senior ENGLISH to PSS and C.E. Levels. Possibility for teaching junior Latin. Accommodation available. Delightful surroundings.

Write Headmaster.

LONDON, N.W.3
Girls' Preparatory School requires extra ENGLISH TEACHER January or before for eight to 11 year age group two mornings per week, special emphasis on poetry and literature.

Please send applications plus testimonials and curriculum vitae to St. Christopher's School, 32 Belsize Lane, N.W.3.

APRIL, 1976, experienced teacher of English up to Common Entrance standard. For girls school in Kensington. Age range 8-12 years. Post of responsibility may be available to right candidate. Burnham Scale and London Weighting.—Write with full c.v., to Box TES 2010, The Times, WC1X 8EZ.

Mathematics

SURREY
AMESBURY SCHOOL
Hindhead
Required January or April 1976, qualified MASTER to teach MATHEMATICS to C.E. and P.S.S. standards. Accommodation available for single man. Opportunities to take games and other out of school activities.

Apply to the Headmaster with names and addresses of two referees.

SUSSEX
LADYCROSS SCHOOL
Seaford
An experienced TEACHER of MATHEMATICS is required for January in this I.A.P.S. Catholic boarding school. An interest in games would be an advantage.

This is a resident position, with married or single accommodation. Salary based on Burnham, with Government Superannuation.

Applications in writing to the Headmaster.

Modern Languages

LONDON
For January, 1976, LANGUAGE TEACHER. French mother tongue, to teach oral FRENCH two mornings a week to girls aged four to seven years.

Apply with curriculum vitae to: The Headmistress, Glendower Preparatory School, 87 Queen's Gate, S.W.7.

MIDDLESEX
DENMEAD (I.A.P.S.)
41/43 Wensleydale Road, Hampton-on-Thames
Required for September, 1976, a qualified and experienced MASTER to be responsible for the teaching of FRENCH throughout the school to C.E. and P.S.S. standard. Subsidiary History would be an added recommendation.

This is an important position in an expanding school offering considerable scope to someone keen to play a full part in the life of the school.

London Burnham and Government Superannuation.

Apply with full details to the Headmaster.

SURREY
Required for January, 1976, by I.A.P.S. prep. school, qualified ASSISTANT MASTER to take Junior FRENCH with 7-10 year old boys, also Games with 7-13 year old boys. Burnham Scale plus Government superannuation.

Apply in writing with curriculum vitae and names of referees to the Secretary, Cranmore School, West Horsley, Surrey, KT24 6AT.

Pastoral

BUCKINGHAMSHIRE
GODSTOWE SCHOOL
High Wycombe
Required in January, ASSISTANT resident HOUSE MISTRESS for girls aged 8 to 13. Some teaching of general subjects to small class of eight year olds. Burnham Scale, responsibility allowance and government superannuation.

Apply to Headmistress with copies of two testimonials or names and addresses of referees.

Science

WILTSHIRE
Qualified and preferably experienced MASTER required April, 1976, to be in charge of SCIENCE. Bachelor (accommodation provided) preferred.

Write, with names of two referees, to Headmaster, Sandroyd School, Tollard Royal, Salisbury.

Other than by Subject Classification

BANFFSHIRE
A versatile JUNIOR MISTRESS is required in April, 1976, by ABERLOUR HOUSE
Banffshire
She should be capable of teaching junior subjects, particularly Mathematics and Science up to 12 years old, interested in and prepared to help with girls' special interests, indoor and outdoor activities in a co-educational boarding preparatory school.
Apply with full details and curriculum vitae to E. J. N. T. Conhill, Aberlour House, Aberlour, Banffshire AB3 9LJ.

SUSSEX
GRADUATE required to teach GENERAL SUBJECTS including Latin at recognized I.A.P.S. school. Burnham Scale. Government Superannuation.
Apply with testimonials Westbourne House, Shopwyke, Chichester, Sussex.

SUTTON COLDFIELD
CHETWYND HOUSE SCHOOL
Required as soon as possible, TEACHER to take FRENCH and HISTORY to Common Entrance standard and assist with games (day school).
Write with details of curriculum vitae to Headmaster, Chetwynd House School, Streetly Lane, Sutton Coldfield B74 4TT.

Colleges of Further Education

BARNET
(London Borough of)
BARNET COLLEGE
Required for 1st January, 1976, or as soon as possible:—
LECTURER I in OFFICE SKILLS.
LECTURER I in ENGLISH and GENERAL STUDIES.
Salary in accordance with the Burnham Further Education Scale, plus London allowance.
Temporary housing accommodation and separation allowance and 75 per cent of removal expenses may be paid in approved cases.
Further particulars and application form are available from the Principal, Barnet College, Wood Street, Barnet, Herts. EN5 4AZ (stamped addressed envelope foolscap please).
Closing date for receipt of applications—19th December, 1975.
J. Dawkins, Director of Educational Services.

BEDFORD
MANDER COLLEGE
DEPARTMENT OF ENGINEERING
Required as soon as possible, PRINCIPAL LECTURER in charge of ELECTRICAL/ELECTRONIC ENGINEERING.
Candidates should be Chartered Engineers and preferably have had considerable experience as Senior Lecturers, preferably in the Communications field.
Further particulars and application forms from the Principal, Mander College, Cauldwell Street, Bedford.

BERKSHIRE
EDUCATION COMMITTEE
BRACKNELL COLLEGE OF FURTHER EDUCATION
Required by 1st April, 1976 or sooner if possible:
DEPARTMENT OF ADULT STUDIES
LECTURER I in NEEDLECRAFTS, to be responsible for the organisation and development of classes for these subjects. A keen interest in adult education is essential.
Salary in accordance with the Burnham Further Education Scale.
Assistance with housing and removal assistance may be given.
Further particulars and application forms which should be returned within 10 days of the appearance of this advertisement, from the Principal, Bracknell College of Further Education, Church Road, Bracknell, Berks. RG12 1DJ.

BLACKPOOL
BLACKPOOL COLLEGE OF TECHNOLOGY AND ART
BOOKKEEPING AND ACCOUNTING LECTURER Grade I
Required for January to teach on HOTEL and CATERING courses. Professional qualification essential.
Salary: £2,469 to £4,377 per annum.
Further details and application form from the Principal, Blackpool College of Technology and Art, Ashfield Road, Bispham.

BRENT
(London Borough of)
KILBURN POLYTECHNIC
Priory Park Road, London, N.W.6
DEPARTMENT OF POLICE CADETS
Aerodrome Road, Hendon, N.W.9.
Required from January 1, 1976, LECTURER I to teach two of the following subjects to G.C.E. "A" and/or "O" level: HISTORY, SOCIAL ECONOMICS, SOCIOLOGY, FRENCH.
Candidates should be graduates, teacher trained and preferably have Further Education experience. Willingness to contribute to a Liberal Studies programme would be an advantage.
Salary: Scale: £2,469-£4,377, plus London Weighting of £267.
Application forms and further particulars from The Principal, Kilburn Polytechnic, Priory Park Road, N.W.6 returnable within ten days from the date of this advertisement.
The Authority has a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

BRISTOL
BRUNEL TECHNICAL COLLEGE
SCHOOL OF PRINTING
Applications are invited for the following post. Duties to commence as soon as possible.
LECTURER Grade I in COMPOSING SUBJECTS.
Applicants should be qualified with appropriate industrial experience in this field of work. Additional experience in Line Composition/Film Assembly would be an advantage.
Salary scale: £2,469 to £4,377 per annum.
Further details and application forms (to be returned by December 8, 1975) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU.

BRISTOL
BRUNEL TECHNICAL COLLEGE
DEPARTMENT of SCIENCE AND MATHEMATICS
Applications are invited for the following post. Duties to commence as soon as possible.
LECTURER, Grade I, in MEDICAL LABORATORY SCIENCE.
An ability to teach Clinical Chemistry and Histology to O.N.C. courses is essential. The successful applicant will also be required to contribute to the teaching of General Biology to O.N.C. Sciences and Biological Technician levels.
Salary Scale: £2,469 to £4,377 per annum.
Further particulars and application forms (to be returned by 31st December, 1975) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting post reference number 75/60.

BUCKINGHAMSHIRE

SLOUGH COLLEGE OF HIGHER EDUCATION

FACULTY OF BUSINESS

SCHOOL OF BUSINESS STUDIES AND LAW

LECTURER IN LAW

There is an immediate vacancy in the School of Business Studies and Law for a law lecturer.

Candidates should hold a university degree and/or a professional legal qualification. The successful applicant will be expected to lecture in a range of legal subjects, particularly labour law and commercial law up to and including final professional levels, although due regard will be taken of any particular specialism in law.

Salary will be on the Lecturer II scale namely £3,279 to £5,493 per annum plus Local Allowance £141 per annum.

Further details and application forms, which should be returned by 30th November, 1975.

CAMBRIDGESHIRE
ISLE OF ELY COLLEGE OF FURTHER EDUCATION & HORTICULTURE
DEPARTMENT OF HUMANITIES
LECTURER Grade I in ENGLISH
Required from 1st January, 1976, or as soon after as possible, to prepare students on a variety of courses for G.C.E. "O" level and similar examinations.
Salary £2,469-£4,377 per annum.
Application forms and further details can be obtained from: The Head of the Humanities Department, Isle of Ely College of Further Education & Horticulture, Ramnoth Road, Wisbech PE13 2JE.

CHESHIRE
EDUCATION COMMITTEE
CHESTER COLLEGE OF FURTHER EDUCATION
Principal: Adrian Bristow, M.A. (Cantab.)
LECTURER Grade 1
DEPARTMENT OF BUILDING
Required as soon as possible. To teach general building subjects mainly to "O" National Diploma and Construction Technician courses. Applicants should have H.N.C./I.O.B. qualifications and appropriate industrial experience; teacher training an advantage.

Further particulars and application forms may be obtained from the College Office, Eaton Road, Handbridge, Chester, telephone Chester 26321, to whom they should be returned as soon as possible.

CHESHIRE
EDUCATION COMMITTEE
HALTON COLLEGE OF FURTHER EDUCATION
(previously Widnes and Runcorn College)
Required 1st January, 1976:
LECTURER I for HOME ECONOMICS. An ability to offer Fashion desirable.
Re-advertisement.
LECTURER I in ELECTRICAL ENGINEERING to teach Electrical Technicians, Telecommunications Technicians, Electrical Installation and O.N.C. students. Teacher training and previous training experience an advantage.
Salary: £2,469 to £4,377 per annum.
Application form and further particulars (stamped addressed envelope) from the Principal, Halton College of Further Education, Kingsway, Widnes, WA8 7QQ. Completed forms returnable by 5th December, 1975.

CHESHIRE
COUNTY COUNCIL

PADGATE COLLEGE OF HIGHER EDUCATION
Fearnhead, Warrington

Required for January until August 1976, a part-time LECTURER II in EUROPEAN LANGUAGES.

The post is mainly for German for Teacher's Certificate and B.Ed. degree courses. Ability to teach some French would be an advantage. Two days weekly will be required (Monday and Tuesday); for a native speaker of German who would conduct conversation groups, a third day (Wednesday) could be offered.

Application forms can be obtained from the Principal at the College, to whom they should be returned as soon as possible.

CLEVELAND
(County of)

CLEVELAND EDUCATION COMMITTEE

CLEVELAND TECHNICAL COLLEGE
Redcar

Applications are invited for the post of LECTURER, Grade I, in PHYSICAL EDUCATION, duties to commence as soon as possible.

The successful applicant will be required to develop physical education and recreation activities (including soccer). Facilities include a large playing field and gymnasium.

Applicants should possess appropriate qualifications and experience, and preferably technical teacher training.

Salary scale: £2,469 to £4,377.

Financial assistance with household removal expenses is available in approved cases.

Application forms and further particulars are available by applying in writing only to The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Ap 3/1 Co 1/6

Humberside County Council

HULL COLLEGE OF TECHNOLOGY

Principal: R. H. Rogers, B.Sc.(Eng.), Ph.D., C.Eng., F.I.E.E.

Department of Marine Engineering

Applications are invited for the post of

LECTURER I

in the Department of Marine Engineering. The successful applicant will be required to teach Applied Science subjects and/or Marine Engineering Practice subjects to Marine Engineer Officers and/or Marine Engineering Cadets.

The post is tenable from 1st January, 1976. Prospective applicants are invited, if they so wish, to make formal contact with the Head of Department regarding any matters they may wish to clarify.

Salary Scale: Lecturer I, £2,469-£4,377. Placing on the scale above the minimum is dependent upon qualifications, training and appropriate experience.

Further particulars and application forms (returnable at the latest by Monday, 8th December, 1975) are available from the **Administrative Officer**, *Hull College of Technology, Queen's Gardens, HULL, HU1 3DG.*

Cyngor Sir DYFED County Council

EDUCATION COMMITTEE

LLANELLI TECHNICAL COLLEGE

Principal: Leonard A. Jones, M.Sc. (Eng.), B.Sc. (Hons.), C.Eng., M.I.Mech.E.

Applications are invited for the following vacancies:

1. LECTURER GRADE I (male or female)

to teach Book-keeping, Commerce, Office Practice and Typewriting to Commercial and Secretarial students.

2. LECTURER GRADE II (male or female)

to teach Economics, Accounts and Commerce to Commercial, Secretarial and O.N.D. students. The person appointed to this post is expected to be a Graduate.

Salary for post No. 1 is that of Lecturer Grade I i.e. £2,469-£4,377

Salary for post No. 2 is that of Lecturer Grade II i.e. £3,279-£5,493

The starting salary will depend on qualifications and experience.

The successful applicants will be expected to take up duties from January 5th 1976, or as soon as possible thereafter.

Application forms can be obtained from: **The Principal, Technical College, Alban Road, Llanelli, SA15 1NG,** to whom they must be returned by 1st December, 1975.

LONDON BOROUGH OF HARINGEY

TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Telephone: 01-802 3111
Principal: F. C. Thurling, B.A.(Hons.), A.C.I.S., F.R.S.A.

DEPARTMENT OF ENGINEERING

Required for 1st September, 1976:

LECTURER GRADE I

to teach FABRICATION and WELDING ENGINEERING subjects in City and Guilds CRAFT STUDIES COURSES up to Part II level.

Candidates must have a genuine interest in engineering education and be suitably qualified.

Persons applying should have had several years of relevant experience in the fabrication engineering industry.

Applicants with either a teacher training certificate or part-time teaching experience are preferred.

Salary: LECTURER GRADE I: Within the range of £2,469-£4,377 plus £351 per annum London Weighting.

Starting salary above the minimum may be paid subject to suitable qualifications and experience.

Seventy-five per cent of approved removal expenses may be paid to the successful candidate.

Application forms and further details from the Principal, returnable within 14 days of the advertisement.

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FACULTY OF EDUCATION
Lecturer Grade II

in History in the School of Humanities

Applications are invited for the above post from History Graduates with a good Honours and/or a Research Degree. Experience of school work and/or teacher education is desirable.

The successful applicant will be required to lecture and participate in the development of existing and new degree schemes, the bias of which is in the field of modern, social and economic history.

The appointment will date from May 1st 1976.

Salary £3,279-£5,493

Applications to be submitted by 9th December, 1975.
Application forms from
The Dean of Administration
College of Higher Education, Allt-yr-yn Avenue,
Newport, Gwent NP2 5XA

COLLEGES OF FURTHER EDUCATION
continued

CLEVELAND
(County of)

CLEVELAND EDUCATION COMMITTEE

KIRBY COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts, duties to commence on 1st January, 1976, if possible.

DEPARTMENT OF BUSINESS STUDIES

LECTURER Grade II in BUSINESS STUDIES.

Applicants should preferably be graduates with a teacher training qualification. A professional qualification would be an added recommendation. The successful candidate will be expected to assist with the general administration of the department and will assume responsibility for a particular section of the work. Any subject specialism appropriate to professional courses would be acceptable.

DEPARTMENT OF GENERAL STUDIES

LECTURER Grade II in SOCIOLOGY/PSYCHOLOGY.

Applicants should be graduates, preferably with a teacher training qualification, and must have substantial teaching experience. Duties will be mainly concerned with G.C.E. "O" and "A" level classes and the successful candidate will be responsible for all Sociology/Psychology and associated courses in the department.

Salary scale: £3,279 to £5,493.

Placing within scale according to qualifications and experience. Financial assistance with household removal expenses is available in approved cases.

Application forms and further details are available from the Principal, Kirby College of Further Education, Roman Road, Middlesbrough, Cleveland, TS5 5PJ. Completed forms must be returned within 10 days of the appearance of this advertisement.

DEVON

EDUCATION COMMITTEE
NORTH DEVON COLLEGE
Principal, G. F. Bird, J.P., M.A. M.B.I.M.

Applications are invited for the following posts to date from 1st January, 1976:—

BUSINESS STUDIES
LECTURER, Grade I, in SECRETARIAL SUBJECTS to teach SHORTHAND, TYPEWRITING and related subjects mainly on full-time courses.

FOOD AND FASHION
LECTURER, Grade I, in mainly HOTEL ACCOMMODATION OPERATIONS to students on O.N.D. and Catering courses. The Department has a specialist accommodation unit for teaching Hotel and Institutional Housekeeping subjects. Applicants should be well qualified and, preferably, should have hotel experience.

MATHEMATICS AND SCIENCE
LECTURER, Grade I, in GEOGRAPHY for two terms to share in the teaching of this subject to full and part-time students. Applicants should be graduates, preferably with a teaching qualification and have the ability to work on both G.C.E. Ordinary and Advanced level courses.

The College has 860 full-time students and is the centre for post-16 education in the Barnstaple area, as well as having a more conventional further education responsibility for the whole of North Devon.

The salary scale is £2,469 to £4,377. The point of entry is dependent on qualifications and experience.

There are no forms of application and letters should be sent to the Principal, Barnstaple, North Devon.

DURHAM

COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY

Required on 1st January, 1976, or as soon as possible thereafter:
DEPARTMENT OF MANAGEMENT & BUSINESS STUDIES
LECTURER Grade I in SHORTHAND and TYPEWRITING. Ability to teach Teeline and Office Practice would be an advantage.

Salary scale: £2,469 rising to £4,377.

Further details and application form, returnable by 3rd December, 1975, from the Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB, on receipt of a foolscap stamped addressed envelope.

DURHAM

COUNTY COUNCIL
DURHAM AGRICULTURAL COLLEGE
LECTURER Grade IA in HORTICULTURE. Salary in accordance with Farm Institutes Report.

Further details and form of application, returnable by 5 December, 1975, from the Principal, Durham Agricultural College, Houghall, Durham, on receipt of a stamped addressed envelope.

ESSEX

NORTH EAST ESSEX TECHNICAL COLLEGE AND SCHOOL OF ART
Sheepen Road, Colchester
LECTURER I in PHYSICS required for 1st January, 1976, to teach to O.N.D./O.N.C. and G.C.E. courses. Applicants should have appropriate qualifications in physics together with industrial and/or teaching experience. A teaching qualification would be an advantage.

Salary Scale £2,469 to £4,377 per annum.

Assistance may be given towards removal expenses.

Application form, to be returned by 5th December, and further details from the Principal.

GLOUCESTERSHIRE

COUNTY COUNCIL
NORTH GLOUCESTERSHIRE COLLEGE OF TECHNOLOGY
Cheltenham
DEPARTMENT OF BUILDING AND SURVEYING
SENIOR LECTURER in BUILDING TECHNOLOGY to teach to H.N.D. and H.N.C. level as part of a team. Applicants should have a progressive outlook and a degree and/or a professional qualification and be able to offer subjects in building technology including some structures.

Application forms and further particulars, which should be returned within 14 days of the appearance of this advertisement may be obtained from the Principal, North Gloucestershire College of Technology, The Park, Cheltenham, Gloucestershire GL50 2RR. Please enclose a self-addressed envelope.

Salary: Senior Lecturer £5,031-£5,965.

Canvassing will disqualify.

GLOUCESTERSHIRE

EDUCATION COMMITTEE
WEST GLOUCESTERSHIRE COLLEGE OF FURTHER EDUCATION
College Road, Cinderford
Gloucestershire GL14 2JY
Telephone: 0594 22191

(1) DEPARTMENT OF MANAGEMENT, BUSINESS STUDIES AND GENERAL EDUCATION
LECTURER Grade II in MANAGEMENT STUDIES for N.E.B.S.S. and Management courses.

Candidates should hold graduate and/or professional qualifications in the fields of general, financial or quantitative aspects of management.

Salary: £3,279 to £5,493 per annum.

(2) DEPARTMENT OF HOME ECONOMICS AND NURSING
LECTURER Grade I required to teach COOKERY and HOUSECRAFT to National Council standard and Child Care.

Recognized qualifications in Domestic Subjects required.

Salary: £2,469 to £4,377 per annum.

Application forms and further particulars obtainable from the Principal, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

HEREFORD AND WORCESTER

COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS STUDIES
LECTURER (Grade I) in SECRETARIAL SKILLS required from 1st January 1976. Candidates should be able to teach Shorthand, Typewriting and Office Practice to a wide range of secretarial courses.

Applicants should have had teaching and/or appropriate industrial or commercial experience.

Salary: Lecturer (Grade I), £2,469 to £4,377 per annum.

Applicants should have had teach- details may be obtained from the Chief Administrative Officer, Worcester Technical College, Deansway, Worcester. WR1 2JF.

HERTFORDSHIRE

COUNTY COUNCIL
BOREHAM WOOD COLLEGE OF FURTHER EDUCATION
Elstree Way, Borehamwood
Hertfordshire
Required for 1st January, 1976.
LECTURER Grade I for ENGLISH to "A" level and SOCIAL STUDIES to full and part-time students. Candidates should be suitably qualified and experienced. Ability to offer Sociology to "O" level would be an advantage.

Salary scale £2,469 to £4,377 per annum plus £141 per annum Fringe weighting allowance.

Details and application form from the Principal, to whom they should be returned as soon as possible.

City of Manchester

Education Committee
Abraham Moss Centre
Crescent Road, Manchester M8 6UH
Principal: R. Mitson, BA

Head of Department Grade III
Languages Department

Required from 1st January 1976

To take responsibility initially for the development and co-ordination of all Language teaching in the centre, including a very substantial area of work in E.F.L. The Department will eventually offer modern languages to 'A' level to cater both for F.E. students and students staying on for 6th form work from the school component of the centre.

Salary Scale £6231—£7021

The Centre is a unique amalgamation of an eight-form entry comprehensive school and college of further education, with adult education and youth service provision. It incorporates a shared-use district sports centre and public library/resource centre, a performing arts centre with theatre and music suite, a short-stay residential wing, creche and a pensioners' club.

Assistance with removal expenses is available.

Application forms and further particulars may be obtained from the Principal at the above address.
Closing date 5th December, 1975.

Gwent County Council

Education Department

Required for 1st January, 1976:

North Gwent College of Further Education,
Ebbw Vale

Lecturer Grade 1 in ENGLISH and GENERAL STUDIES

The person appointed will be required to teach Secretarial and Ordinary National Diploma Classes, as well as servicing students in other Departments. Preference will be given to a Teacher-trained graduate. Salary range £2,469 to £4,377.
Application forms and further information obtainable from the Director of Education, County Hall, Cwmbran, Gwent. Forms should be returned to the Principal by the 5th December, 1975.
Successful applicants will be required to submit a satisfactory medical report on appointment.

COUNTY OF SOUTH GLAMORGAN

Cardiff College of Art

POST GRADUATE SCHOOL OF ART EDUCATION

● M.ED.–ART EDUCATION

Applications are invited from experienced teachers and lecturers for the above one-year full-time course.

● ADVANCED DIPLOMA IN CURRICULUM DEVELOPMENT IN ART EDUCATION

Applications are invited from experienced teachers for the above one-year full-time course of Special Advanced Study.

Further details from:

Head, Post Graduate School of Art Education, Cardiff College of Art, Howard Gardens, Cardiff CF2 1SP. Tel. Cardiff (0222) 44761.

Southall College of Technology

Applications are invited for the following posts:—

Department of Aeronautical Engineering and Air Transport

Lecturer Grade II in Avionics (Principles and Practice) to teach mainly CGLI Courses 208 and 258 (Aeronautical Craft Studies and Aeronautical Engineering Technicians respectively).

Salary on Burnham LII scale: £3,279-£5,493 plus £351 London weighting per annum, commencing salary according to qualifications and experience. (Post Ref. A/L2/150).

Department of Commerce and General Education

Lecturer Grade I, Secretarial Skills, with appropriate experience and qualifications to commence January 1976 or as soon as possible after that date, teaching to include audio-typing; Pitmanscript; office machines and processes; office organisation. Ability to offer additional commercial subjects an advantage.

Salary on Burnham LI scale: £2,469-£4,377 plus £351 London weighting, per annum, commencing salary according to qualificatoins and experience. (Post Ref C/L1/87).

Department of Electrical and Electronic Engineering

Lecturer Grade I (Temporary Post), tenable from 1 January 1976 to 30 June 1976, to teach students following the CGLI Course No. 222 for Radio, Television and Electronics Mechanics, Parts I and II. Applicants should have relevant teaching and industrial experience.

Salary on Burnham scale £2,469-£4,377 plus £351 London weighting, commencing salary according to experience and qualifications.

Further details and application forms for the above posts obtainable from the Registrar, Southall College of Technology, Beaconsfield Road, Southall, Middlesex (01-574 3448) to be returned within fourteen days of the appearance of the advertisement.

Ealing
EALING EDUCATION SERVICE

COLLEGES OF FURTHER EDUCATION
continued

HERTFORDSHIRE

MID-HERTS COLLEGE OF FURTHER EDUCATION
The Campus, Welwyn Garden City
DEPARTMENT OF ENGINEERING TECHNOLOGY
Required for 1st January, 1976, or as soon as possible thereafter:
MOTOR VEHICLE ENGINEER at LECTURER I grade to teach M V Workshop Practice up to Stage II R.T.I.T.B. Current practical workshop experience in motor trade essential. C. and G. qualifications in motor vehicle mechanics or technicians required.

Assistance with housing and removal expenses in certain cases.

Forms and further details from the Principal.

HOUNSLOW

(London Borough of)
CHISWICK POLYTECHNIC
Bath Road, London, W4 1LW
Required for January, 1976, in the FASHION DEPARTMENT:—
A temporary full-time LECTURER Grade I (until 31st August, 1976) to teach HAIRDRESSING and BOARDWORK and prepare full-time and day-release students for the City and Guilds 760 Hairdressing examination.

Trade experience essential, teaching experience desirable.

Salary: Lecturer Grade I £2,469 to £4,377 plus £267 London Allowance.

Application forms and further particulars of the post are available from the Principal at the Polytechnic, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY COLLEGE OF TECHNOLOGY
FOOD AND FASHION DEPARTMENT
LECTURER I in ACCOMMODATION OPERATIONS to teach full-time General Catering and O.N.D. students.

An ability to offer Food Service as an additional subject would be an advantage.

Applicants should have professional qualifications and experience in the Trade. Duties to commence 1st January, 1976, or as soon as possible thereafter.

Salary in accordance with the Burnham Scale for Lecturer I £2,469 to £4,377.

Further particulars and forms of application may be obtained from the Principal, Nun's Corner, Grimsby DN34 5BQ.

KEIGHLEY

KEIGHLEY TECHNICAL COLLEGE
DEPARTMENT OF PHYSICAL AND SOCIAL SCIENCES
Applications are invited for the post of SENIOR LECTURER in SOCIAL SCIENCES, to be responsible for the development and administration of social science courses, including liaison with outside bodies, local government officers and other users.

Candidates should be able to lecture in Social Science subjects, which would preferably include Sociology and/or Economic History up to at least G.C.E. Advanced level standard.

Applicants should be graduates and/or professionally qualified and must have teaching experience. Experience in the work of the social services will be an advantage.

Salary will be in accordance with the Burnham Further Education Senior Lecturer Scale, £5,031 to £6,417 per annum.

Application forms and further details may be obtained from the Chief Administrator, Keighley Technical College, Cavendish Road, Keighley, BD21 3DF, to be returned by November 28, 1975.

LONDON

INNER LONDON EDUCATION AUTHORITY

BRIXTON COLLEGE OF FURTHER EDUCATION
56 Brixton Hill, London, SW2 1QS

DEPARTMENT OF TELECOMMUNICATIONS AND ELECTRICAL INSTALLATION ENGINEERING

Required as soon as possible—
TWO LECTURERS to teach TELECOMMUNICATION subjects.

LECTURER Grade I to teach City and Guilds of London Institute course 270 Part I level, including TELEPHONY and TELEGRAPHY "A".

LECTURER Grade II to teach up to City and Guilds of London Institute course 270 Part II level, including TELEPHONY "B" and TELEPHONY "C". He will be expected to make a significant contribution to the design of suitable practical work for these subjects.

Applicants for both these posts must have had relevant industrial experience and should hold the appropriate technical qualifications. In addition, for the Lecturer II post, teaching experience or a teacher training qualification would be preferred.

Salary scales:—Lecturer Grade II £3,279 to £5,493. Lecturer Grade I £2,469 to £4,377 (starting point dependent upon qualifications, training and experience). Plus London Allowance of £351.

Help with removal expenses may be available.

Application forms available from Applications Secretary on receipt of stamped addressed envelope (quoting reference 141 and preferred post) returnable by 6th December, 1975.

LONDON

INNER LONDON EDUCATION AUTHORITY

CITY AND EAST LONDON COLLEGE

SOCIOLOGY: PART-TIME LECTURER

A part-time Lecturer is required for up to 20 hours per week to teach G.C.E. Advanced level Sociology to full-time and part-time day classes.

The appointment is for the period January 12 to May 28 1976. Recent teaching experience to "A" level is looked for, together with a willingness to work as part of a young and enthusiastic team. A reference should be provided from a previous employer if possible. The rate of pay is £4.49 per hour.

Application forms from, and returnable to, Mr. D. W. Edwards, Head of Social and Legal Studies Department, City and East London College, [illegible] within 10 days.

LONDON

INNER LONDON EDUCATION AUTHORITY

HAMMERSMITH AND WEST LONDON COLLEGE
Airlie Gardens W8 7AF

Applications are invited for suitably qualified persons for the following posts:—

LECTURER, Grade I, in BRICKWORK (Readvertisement).

LECTURER, Grade I, in CARPENTRY and JOINERY (Readvertisement).

The successful applicants will be expected to teach craft apprentices in City and Guilds courses. The appointments to commence as soon as possible.

Salary Scale: Lecturer I, £2,469 to £4,377 (plus London Allowance £351).

The successful applicants will be expected to teach craft apprentices in City and Guilds courses. The appointments to commence as soon as possible.

The starting point on the scale is dependent on previous industrial and/or teaching experience.

Application forms and further particulars from the Senior Administrative Officer (G), to be returned within two weeks from the date of advertisement.

LONDON

PADDINGTON COLLEGE
Paddington Green W2 1NB

ENGINEERING TECHNOLOGY DEPARTMENT

SENIOR LECTURER— ELECTRICAL INSTALLATION

Required as soon as possible. Senior Lecturer to head Electrical Installation Section. Must have extensive teaching experience in this area. C.Eng. preferred. Teacher training desirable. Relevant industrial experience essential.

Salary scale in accordance with the Burnham (Further Education) Report, £5,031 to £6,417, plus London allowance £351.

Assistance may be given with household removal expenses.

Application forms, returnable by 2nd December, from the Secretary to the Department (Reference: E/FL).

LONDON

INNER LONDON EDUCATION AUTHORITY

WESTMINSTER COLLEGE
Vincent Square SW1P 2PD

DEPARTMENT OF HOME ECONOMICS AND CATERING
(Ref. H/E2)

LECTURER I

Required for 1 January or as soon after as possible to teach Accommodation Operations to OND and C & G courses. IMA, National Diploma or OND qualifications essential plus experience in hotels and/or institutional housekeeping. Teaching qualifications and experience an advantage.

The post commences on 1 January, 1976. The salary scale is in accordance with the Burnham F.E. Report and is on an incremental scale within the range £2,469 to £4,377 plus a London Allowance of £351, starting point depending upon qualifications, training and experience.

Please send foolscap stamped addressed envelope quoting reference number for application form and further details which are obtainable from the Clerk to the Governors, Westminster College, Vincent Square, London SW1P 2PD, to whom they should be returned by 2nd December, 1975.

NEWHAM

(London Borough of)
WEST HAM COLLEGE
Principal: W. E. Williams Dip.Pol.Sci. & Econ(Oxon) Dip.F.E.

Required as soon as possible: LECTURER I in ECONOMICS and LAW or ACCOUNTING. Applicants should have good commercial experience.

Salary: £2,469 to £4,377 plus London Allowance.

For forms and further details, write to: The Principal, West Ham College, Welfare Road, Stratford, E15 4HT. Tel. 01-555 1422.

SALOP

COUNTY COUNCIL
SHREWSBURY TECHNICAL COLLEGE
Part-time LECTURER ART/CRAFT
Required from January 5, 1976, a part-time LECTURER to teach 15 to 19 hours per week. While drawing and craft experience necessary with specialist training in Silver/Jewellery an advantage.

Grade of work, Ordinary and Advanced level with some teaching with Foundation course students.

Further details available from the Principal, Shrewsbury Technical College, London Road, Shrewsbury, telephone 51544.

SOUTH GLAMORGAN

(County of)
CARDIFF COLLEGE OF FOOD TECHNOLOGY AND COMMERCE
(Constituent College of the South Glamorgan Institute of Further and Higher Education)
SENIOR LECTURER: HOTEL ADMINISTRATION. Salary £5,031 to £6,417 to commence on 1 January, 1976, or as soon as possible thereafter.

Applicants must possess a degree, final membership (by examination) or equivalent and have had relevant experience. The successful applicant will be responsible for teaching Hotel Administration to include reception and control to H.N.D., M.H.C.I.M.A., and O.N.D. students. In addition, to act as co-ordinator for all accommodation studies and to be tutor responsible for N.E.B.S.S. course.

Application forms and further particulars obtainable from the Principal, College of Food Technology and Commerce, Colchester Avenue, Cardiff (telephone (0222) 22121). Completed application forms to be returned within 14 days of the appearance of this advertisement.

SOUTH TYNESIDE

(Borough Council of)
EDUCATION DEPARTMENT
SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS AND MODERN STUDIES
Applications are invited for appointment as LECTURERS (Grade II) to teach, mainly LAW to O.N.C., O.N.D., and G.C.E. "A" level students. An interest in Maritime Law would be an advantage.

Candidates, who must have graduate or professional qualifications and, preferably, have had suitable commercial and/or teaching experience, should be able to offer some other subject(s) in the field of business and supervisory management studies.

It is hoped that the successful applicant will be able to take up the appointment with effect from January 1, 1976, or as soon as possible thereafter.

Further details of this vacancy and application forms may be obtained from the Principal, Marine and Technical College, St. George's Avenue, South Shields, Tyne and Wear NE34 6ET, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.

K. Stringer, Director of Education.

STAFFORDSHIRE

EDUCATION COMMITTEE
BURTON-UPON-TRENT SCHOOL OF ART AND CRAFTS
Applications are invited for the following post from January 1, 1976.
LECTURER Grade I in PAINTING and DECORATING.

The successful applicant will be required to teach Painting and Decorating up to City and Guilds level.

The salary scale for the post will be in accordance with the Burnham Further Education scales. Lecturer I—£2,469 to £4,377 per annum.

Application forms are available from the Principal, Burton-upon-Trent School of Art and Crafts, Waterloo Street, Burton-upon-Trent DE14 2NB, to be returned as soon as possible.

SURREY

EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey
DEPARTMENT OF COMMERCIAL AND SECRETARIAL STUDIES
LECTURER Grade I in SECRETARIAL STUDIES
To teach PITMAN SHORTHAND and TYPEWRITING. Ability to teach other business studies subjects (e.g. Accounts and Structure of Business) preferred. Business or commercial experience desirable.

Salary Scale Lecturer Grade I, £2,469 to £4,377 plus £141 London Weighting.

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses.

Further details and application form from the Principal to be returned by Friday, 5th December, 1975.

SUTTON

(London Borough of)
CARSHALTON COLLEGE OF FURTHER EDUCATION
Nightingale Road, Carshalton, Surrey
Telephone: 01-647 0021/7
Principal, L. P. Lawrence, M.Sc., F.R.I.C.
DEPARTMENT OF GENERAL EDUCATION AND LIBERAL STUDIES
Required for 1st April, 1976, LECTURER II for LIBERAL STUDIES/GENERAL STUDIES throughout the college.

Salary: £3,279 to £5,493 plus London allowance £267.

Application forms, together with further information, returnable within 14 days from the appearance of this advertisement, obtainable from the Principal.

WILTSHIRE

WILTSHIRE COLLEGES

TROWBRIDGE TECHNICAL COLLEGE

LECTURER I (Temporary) to teach GEOGRAPHY required for two terms from 1st January, 1976, to teach mainly GEOGRAPHY to G.C.E. "O" and "A" level with some Liberal Studies.

Application forms and further details obtainable from the Registrar, Trowbridge Technical College, College Road, Trowbridge, Wiltshire BA14 0ES. (Telephone Trowbridge 4081.)

WIRRAL

Metropolitan Borough of)

BIRKENHEAD COLLEGE OF TECHNOLOGY
Borough Road, Birkenhead, Merseyside
(Telephone: 051-652 1621)

Applications are invited for the following full-time posts:

LECTURERS I. Salary: £2,469 to £4,377.
(1) ELECTRICAL ENGINEERING SUBJECTS.
(2) HOTEL ORGANIZATION and RECEPTION.
(3) OFFICE PRACTICE and BUSINESS STUDIES.

CARLETT PARK COLLEGE OF TECHNOLOGY
Eastham, Wirral, Merseyside
(Telephone: 051-327 4331)
DEPARTMENT OF FOOD, FASHION, HEALTH AND SOCIAL SERVICES
SENIOR LECTURER and LECTURER II.
Both in NURSING EDUCATION.

Application forms from the respective Principals, to whom completed form should be returned as soon as possible.

Colleges and Departments of Art

Heads of Department

NORFOLK

COUNTY COUNCIL
GREAT YARMOUTH COLLEGE OF ART AND DESIGN
DEPARTMENT OF GRAPHIC DESIGN
The following is a re-advertisement and any candidate previously making application need not re-apply.
HEAD OF DEPARTMENT (Grade 1)
From January 1st, 1976, or as soon as possible, thereafter. Applicants should be suitably qualified; relevant industrial and teaching experience essential.

Salary, Head of Department I Scale (Burnham Further Education Salaries Document 1975) (£4,896 to £5,552.)

Application forms and further particulars from the Principal, College of Art and Design, Trafalgar Road, Great Yarmouth, NR30 2LB, to be returned within two weeks of the appearance of this advertisement.

Other Appointments

DYFED

COUNTY COUNCIL
EDUCATION COMMITTEE

DYFED COLLEGE OF ART
Carmarthen

LECTURER Grade I required to teach WOVEN TEXTILES and Knitting to L.S.I.A.D. students.

The appointment to be for 1st January, 1976, or as soon as possible.

Application forms and information from the Principal, Dyfed College of Art, Ucheldir, Picton Place, Carmarthen, to whom they should be returned as soon as possible.

Henry D. Thomas, Director of Education.

SHROPSHIRE

SHREWSBURY TECHNICAL COLLEGE
SCHOOL OF ART
LECTURER in PHOTOGRAPHY and GRAPHICS required to start as soon as possible for two days a week (12 hours).

Person appointed will be required to teach basic photography and graphic reproductive techniques to Foundation and Vocational course students.

Applicants should possess appropriate qualifications and preferably have both practical and teaching experience.

Enquiries to the Head of School of Art, English Bridge, Shrewsbury, telephone: 53077.

Universities

AUSTRALIA

MACQUARIE UNIVERSITY
Sydney

SENIOR LECTURER/LECTURER IN HUMAN GEOGRAPHY

Applications are invited for appointment as Senior Lecturer/Lecturer in the School of Earth Sciences in the field of Human Geography. Preference will be given to applicants with interests within the fields of urban and/or economic geography.

Salary will be within the range $A16,612 per annum, with five annual increments to $A19,193 per annum for a Senior Lecturer and $A12,063 per annum, with seven annual increments to $A16,193 per annum for a Lecturer.

Further information about the University and advice regarding the method of application should be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar, Macquarie University, North Ryde, New South Wales 2113, Australia.

Applications close on 5th December, 1975.

BRITISH COLUMBIA

UNIVERSITY OF VICTORIA
DEPARTMENT OF PHILOSOPHY
Applications are invited for the position of ASSISTANT or ASSOCIATE PROFESSOR, a continuing appointment, with a regular two-year contract. Teaching and research experience (preferably with publications), and Ph.D. or equivalent.

Duties include undergraduate teaching of Philosophy in Literature, Kant and Post-Kantian Continental Philosophy.

Current salary floors: Assistant Professor, $14,400; Associate Professor, $18,500. Appointment to begin July 1, 1976.

Please address letter of application, including curriculum vitae and names of three referees, to the Chairman, Professor R. W. Rankin, Philosophy Department, University of Victoria, Victoria, B.C. V8W 2Y2.

Closing date when posts are filled. The University of Victoria reserves the right not to fill this vacancy.

CANADA

CHAIRMAN
DEPARTMENT OF COMMUNICATIONS STUDIES
Rank and salary negotiable. Scholarly achievement in Communications expected. While such achievement may be concentrated in one area (e.g., Telecommunications, Personal and Interpersonal, Politico-Social, Ecosystems) sympathetic interest in whole field is required. Administrative experience desirable and Canadian experience preferred.

Submit curriculum vitae, names and addresses of referees and reprints to Dean Robert C. Brown, Interdisciplinary Studies, Simon Fraser University, Burnaby, British Columbia.

EDINBURGH

THE UNIVERSITY

CHAIR OF PHILOSOPHY

Applications are invited for the Chair of Philosophy vacated by Professor R. W. Hepburn on his transfer to the Chair of Moral Philosophy.

No restriction is placed on the philosophical interests of candidates.

Further particulars may be obtained from the Secretary to the University, Old College, South Bridge, Edinburgh EH8 9YL, with whom applications (12 copies) giving the names of three referees, should be lodged not later than 30th January, 1976. A candidate from overseas may submit one copy of his application. Please quote reference 6/75.

EDINBURGH

THE UNIVERSITY

DEPARTMENT OF ENGLISH LITERATURE

LECTURER

Applications are invited for the post of Lecturer in English Literature. The successful candidate should take up his duties in October, 1976, or as soon as possible thereafter. Preference will be given to candidates whose main field of interest lies in English Literature before 1500.

Salary will be within the range £3,862 to £6,135, with superannuation.

Applications, by letter (eight copies), together with the names of two referees, should be sent, not later than 19th January, 1976, to the Secretary to the University, University of Edinburgh, Old College, South Bridge, Edinburgh EH8 9YL, from whom further particulars may be obtained. Please quote reference 1063.

HULL

THE UNIVERSITY

DEPARTMENT OF GERMAN

Applications are invited for appointment to a LECTURESHIP in GERMAN tenable from 1st October, 1976. Candidates should possess a good Honours degree in German, and have special interests in Medieval German Language and Literature. A knowledge of Dutch and/or some aspects of modern German literature would be an additional advantage.

Salary scale: £2,778 to £6,050 per annum (under review) plus superannuation benefits.

Applications (six copies) giving details of age, qualifications and experience together with the names of three referees should be sent by 12th December, 1975, to the Registrar, University of Hull, Hull, HU6 7RX, from whom further particulars can be obtained.

NEW ZEALAND

MASSEY UNIVERSITY
Palmerston North

SENIOR LECTURER/LECTURER IN DAIRY SCIENCE AND/OR TECHNOLOGY

Applications are invited for the above-mentioned position in the Department of Food Technology. Applicants should be suitably qualified in Science, Engineering or Technology and have had experience in Dairy Science and/or Dairy Technology.

The appointee will be required to contribute to courses in the Bachelor of Technology Degree, the Faculty Diploma in Dairy Technology and the Post-graduate Diploma in Dairy Science and Technology. The appointee will be expected to maintain close liaison with dairy research and industry and will be encouraged to engage in research within the Department.

LECTURER AND LECTURER/SENIOR LECTURER IN EDUCATION

Applications are invited for the above-mentioned positions in the Department of Education. The candidates appointed will act under the direction of the Head of the Department and may be required to undertake duties relating to extra-mural tuition in addition to internal teaching and research.

Besides having appropriate qualifications, applicants should be competent in a major area of professional education study. Capability in the teaching of courses in curriculum theory, teaching of science, special education, human development, media and technology may be particularly relevant.

LECTURER/SENIOR LECTURER IN STATISTICS, DEPARTMENT OF MATHEMATICS

A vacancy exists within the Department of Mathematics for a lecturer or senior lecturer in statistics. A degree in mathematics together with research and advisory experience in applied statistics is required.

Applicants would be expected to teach both undergraduate and graduate statistics courses, to supervise research, and advise university staff and students in at least one of the general areas of biology or social science or technology.

Salary: Senior Lecturer NZ$10,081-$11,792; Lecturer NZ$7,861-$9,912.

Further details of the positions and of the University together with general conditions of appointment may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar of the University.

Applications close on 30th January, 1976.

NEW ZEALAND

MASSEY UNIVERSITY
Palmerston North

LECTURESHIPS IN SOCIOLOGY

Applications from suitably qualified persons are invited for two new positions in the Department of Sociology. The department offers courses for B.A., B.Ed., B.A. (Hons) and M.A. degrees.

One of the positions will be reserved for a person with qualifications and experience in rural sociology and/or modernization. The successful applicant will be expected to develop appropriate courses within the area of rural sociology and to foster research into the characteristics and problems of rural society in New Zealand and Polynesia.

Applicants with appropriate qualifications in any area of sociology will be considered for the other position, though preference may be given to those with expertise in urban sociology or deviant behaviour.

Salary: NZ$7,861 to NZ$9,912.

Further details of the position and the university may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar of the University.

Applications close on January 30, 1976.

THE OPEN UNIVERSITY

FACULTY OF TECHNOLOGY

DESIGN, CREATIVITY AND CHANGE

Applications are invited for a post of LECTURER, based in the Design Discipline. Applicants should be interested in teaching a non-specialist approach to design and the creation of change. The person appointed will work with interdisciplinary teams developing and presenting undergraduate courses concerned with both individual and community aspects of design and innovation.

Salary within the scale: £2,861.52 to £6,133.86 per annum (under review from 1st October, 1975), plus U.S.S. benefits.

Further particulars and application forms are available from the Personnel Manager (DCC3), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL. Telephone: Milton Keynes 63868/9.

Closing date: December 15th, 1975.

THE OPEN UNIVERSITY

FACULTY OF SOCIAL SCIENCES

RESEARCH ASSISTANT

The Social Sciences Faculty of the Open University is establishing an audio visual archive. Initially the main concentration of the material to be collected will be on aspects of British Government, with particular reference to the first Wilson premiership (1964-1970).

The suitable candidate will require both administrative and academic skills and will be expected to build up an expertise in the collection of audio visual material.

The work will be divided between Milton Keynes and London, but other travel may also be involved.

The appointment will be made for three years subject to a probationary first year, salary within scale £2,249.52 to £3,477.53 per annum plus U.S.S. benefits, but the appointment will probably be in the lower part of this scale.

Applications close 5th December, 1975. It is hoped that the person appointed will be available as soon as possible in 1976.

Application forms and further particulars are available from the Personnel Manager (RAV1), The Open University, P.O. Box 75, Walton Hall, Milton Keynes, MK7 6AL. Telephone: Milton Keynes 63868/9.

The University of Stellenbosch
Republic of South Africa

Applications are invited from suitably qualified candidates for the post of:

LECTURER IN ENGLISH

Familiarity with a wide range of English Literature, including Middle English, will be a recommendation. Teaching in the department is done mainly through the discussion and critical analysis of selected literary texts. The successful candidate may be required to teach at all levels from post-graduate to first-year, including some fairly elementary work with the English Special course, which is a one-year course intended to improve the general language ability of Afrikaans-speaking students.

The department has a teaching staff of thirteen, catering for some 700 undergraduates who follow a mixed degree course over three years, taking four, two and one other subjects in their first, second and third years respectively.

Present salary, qualifications and experience will be taken into consideration in determining the commencing salary, on the scale £3,539 by £202 to £5,157.
The University also offers a medical aid scheme, pension fund, group life insurance, housing subsidy, annual leave bonus and contributes towards the moving costs of newly appointed staff.

Written applications, with an indication of the earliest date on which duty can be assumed, giving full details of age, marital status, general health condition, present salary, experience, particulars of research, publications and studies, as well as references and certified copies of testimonials and certificates, should be forwarded to the Registrar (Academic), University, Stellenbosch, 7600, Republic of South Africa, to reach him within one month of this advertisement.

UNIVERSITIES
Appointments
continued

THE OPEN UNIVERSITY

FACULTY OF ARTS

COURSE ASSISTANT

Applications are invited for the post of COURSE ASSISTANT in the Faculty of Arts.
Appointment will be made to the post from 1st December 1975, or as soon as possible, thereafter for a period of three years in the first instance, subject to the satisfactory completion of a probationary year.
Applicants should have a good degree in an Arts discipline with specialised interest in nineteenth and twentieth century Art History, and some taste for inter-disciplinary studies in the Arts, involving such disciplines as Philosophy, Music, Literature and History. The duties involve assisting course teams in the business of course preparation, coordination and course maintenance, so that experience of organisation and administration will be an asset.
Salary will be on the scale £2,2??.53 to £3,077.53 per annum (under review from 1st October, 1975).
Further particulars and application forms are available from the Personnel Manager (CA/A 1), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL. Telephone Milton Keynes 63868, ?.
Closing date 6th December, 1975.

UNIVERSITY APPOINTMENTS

are also advertised in

THE TIMES HIGHER EDUCATION SUPPLEMENT

The newspaper for higher education provides a noticeboard for all University appointments.
It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent Research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.
For further information or to book advertising space please contact Miss Charlotte Coulson, Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234. Extension 578.

Fellowships Studentships and Research Awards

SURREY

ROYAL HOLLOWAY COLLEGE
(University of London)
Egham Hill, Egham

SCHOOLMASTER/SCHOOLMISTRESS FELLOWSHIP

Applications are invited for a Schoolmaster-Schoolmistress Fellowship tenable for the Lent term (January 19 to March 24) 1977. There is no stipend attached to the fellowship but full board and residence are provided free of charge.
Further details may be obtained from the Personnel Officer (TES), to whom applications, together with the names and addresses of two referees should be sent by February 1, 1976.

Colleges of Education

DURHAM
COUNTY COUNCIL
NEVILLE'S CROSS COLLEGE
One temporary full-time LECTURER or part-time LECTURERS in NURSERY/INFANT EDUCATION. Good experience in the Infant and/or Nursery School desired and if possible an advanced qualification in Education. Required immediately.
Further details and application forms, obtainable from the Principal, Neville's Cross College, Durham, DH1 4SY, on receipt of a foolscap stamped addressed envelope.

EDINBURGH

MORAY HOUSE COLLEGE OF EDUCATION

LECTURESHIP IN DRAMA

Applications are invited for this post from candidates who should be holders of an appropriate degree or diploma, with wide experience in Drama in Education. Salary scale: £3,216 by 14 increments to £6,495. Initial placing thereon is normally dependent upon present salary.
Further particulars and application form are obtainable from the Secretary (C), Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. The closing date for receipt of completed applications is Friday, 5th December, 1975.

HERTFORDSHIRE
HOCKERILL COLLEGE
Bishops Stortford
Applications are invited for the following posts, vacant 1st January, 1976:—
LECTURER, Grade II, in EDUCATION
LECTURER, Grade II, in ENGLISH and DRAMA.
Full or part-time temporary appointment from 1st January to 31st July. Option for longer appointment for suitable candidates. Salary—Pelham Scale for Lecturers II, £3,270 to £5,493 per annum, plus London Weighting.
Further particulars from the Principal, Hockerill College, Bishops Stortford, Hertfordshire, CM23 5HG. Closing date, 5th December, 1975.

Teachers' Centres

MERTON
(London Borough of)
EDUCATION COMMITTEE
Applications are invited for the post of PART-TIME WARDEN at: MERTON TEACHERS' CENTRE
17 The Downs, SW20 8HF.
The successful applicant will be required to work on five half days (17½ hours per week. Term time only). Duties will consist of the administration of the activities undertaken at the centre. Salary will be equal to 50 per cent of a Group 5 qualified Head Teacher (£4,548 to £5,075 plus £301 London Allowance).
Application forms are obtainable from the Director of Education, Station House, London Road, Morden, Surrey, to whom they should be returned by Friday, 5th December, 1975.

Adult Education

BERKSHIRE
EDUCATION COMMITTEE
BRACKNELL COLLEGE OF FURTHER EDUCATION
LECTURER I in NEEDLECRAFTS—see advertisement under Colleges of Further Education.

CITY OF BIRMINGHAM

DISTRICT COUNCIL
EDUCATION DEPARTMENT

LECTURER GRADE I
—H.M. PRISON
Birmingham

Applications are invited from suitably qualified and experienced persons for a new post of Lecturer Grade I at H.M. Prison, Birmingham. The person appointed will be employed by the City of Birmingham District Council on the staff of the Principal of the Aston and Handsworth Institute of Further Education to serve full-time at the Prison. He will be expected to assist the three existing full-time staff with the development of a new daytime educational centre and for this purpose should be qualified in some aspect of craft education, preferably wood and metalwork.
Salary in accordance with the Lecturer Grade I scale of the Burnham Further Education Report £2,469 to £4,377.
There is a scheme for assistance with removal expenses.
Application forms and further details may be obtained from The Chief Education Officer, City of Birmingham Education Department, Adult Education, Youth and Community Division, Margaret Street, Birmingham B3 3BU, quoting reference AEYC/SJW, to whom completed forms should be returned by Monday, 8th December, 1975.
(V10510)

BRENT
(London Borough of)
EDUCATION COMMITTEE
TEACHER OF ENGLISH TO ADULT IMMIGRANTS
DEVELOPMENT ORGANIZER
The post includes the organization and administration of different types of classes for Teaching English to adult immigrants and more particularly, on site In-service Language Training Courses in Industry and the Hospital services as part of a local education authority initiative which complements the work of the National Language Training Centre at Ealing. Salary will be paid on Burnham F.E. Lecturer 1 Scale £2,469 to £4,377 (includes Threshold payment) plus London Allowance of £351 per annum. Hours, annual leave and conditions of employment are in accordance with the N.J.C. Scheme for Local Authorities Administrative, Professional, Technical and Clerical Services. The Authority has a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Application forms with further details are obtainable from the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, to be returned by 5 December. The appointment is to be made as soon as possible.

HAMPSHIRE

NORTH-EAST AREA

SOUTH FARNBOROUGH F.E. CENTRE

Required for April, 1976:
MASTER/MISTRESS

Applications are invited for this post involving evening provision on a Comprehensive School site and daytime provision in a detached building, shared with the N.E. Hants Teachers' Centre.
Please write to: P. R. K. Gent, M.Sc., Area Education Officer, Crossways, Boundary Road, Farnborough, for application form and further details.

LONDON
Part-time LECTURER required able to give two hours weekly to teach the PRINCIPLES of EDUCATION to teacher trainees in the secretarial skill subjects.
Must have a special interest in educational psychology and a Post Graduate Certificate or Diploma in Education.
A knowledge of the secretarial skills would be helpful but is not essential.
Hours and salary by arrangement.
Apply, with details of qualifications and experience, to The Personnel Officer, Pitman's Colleges, 154 Southampton Row, London WC1B 5AX. Telephone: 01-837 [illegible]

LONDON

ADDISON ADULT EDUCATION INSTITUTE

Addison Gardens
London, W.14
Tel. No.: 603 6162

Applications are invited for the post of LECTURER I for ADULT LITERACY and BASIC EDUCATION. Candidates should preferably have had recent experience of teaching in Adult Education.

The vacancy is from January 1st but an earlier or later appointment may be made for a suitable applicant.

Salary scale £2,469 to £4,377 plus £351 London Allowance. Assistance may be given towards household removal expenses.

Details and application forms returnable by December 5, 1975 may be obtained from and returned to the Senior Administrative Officer at the Institute.

WIGAN

(Metropolitan Borough of)
EDUCATION COMMITTEE

CO-ORDINATOR OF SPECIAL PROGRAMMES IN COMMUNITY EDUCATION

The Salary will be in accordance with the Burnham F.E. Scale for Lecturer Grade I (£2,469-£4,377).
Applications are invited for this post which in the first instance will largely be concerned with the co-ordination of an Adult Literacy Programme based upon the use of volunteer tutors. Whilst experience in teaching adults to read and write is a desirable qualification, more emphasis will be placed upon evidence of organising skills, abundant energy and enterprise coupled with a strong social commitment and an obvious ability to work with people. The successful applicant will have the support of the Authority's Advisory Team.
Forms of application and further details may be obtained from the Deputy Director of Education (F.E.), Education Department, Civic Centre, Millgate, Wigan WN1 1YD, to be returned by the 1st December, 1975.

JORDANHILL
COLLEGE of EDUCATION / GLASGOW

ASSISTANT PRINCIPAL

(In-Service Training)

The Governors invite applications from highly qualified persons for the post of Assistant Principal (In-Service Training). Considerable experience of in-service work, both at the level of planning and teaching, will be regarded as an essential requirement.

The appointment will be from 1st January 1976, or such other date as may be arranged.

The salary for the post is £9,450 per annum.

Forms of application and conditions of appointment may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, SOUTHBRAE DRIVE, GLASGOW G13 1PP. Completed forms should be returned to him not later than Monday, 8th December 1975.

Bedfordshire

(Re-advertisement)

WARDEN OF TEACHERS' CENTRE
LUTON

Applications are invited from suitably qualified and experienced teachers for this appointment. Applicants should have a lively interest in curriculum development and the in-service education and training of teachers. The Teachers' centre provides a wide range of courses and activities for over 2,000 teachers in the Luton area.

SALARY: Burnham Scale 4 (£4,056-£5,520 per annum)

Application form and further particulars may be obtained from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford MK42 9AP, to whom they should be returned by 15th December, 1975.

JORDANHILL
COLLEGE of EDUCATION / GLASGOW

SCHOOL OF FURTHER EDUCATION

The Governors invite applications for the post of

LECTURER A
in
BEHAVIOURAL STUDIES

Candidates should possess an Honours degree with Sociology as a major subject, and be professionally trained, experienced Further Education teacher.
The successful candidate would contribute to the development of behavioural studies and management programmes to meet the professional training needs of teachers in the Further Education and Health services. Practical experience in administration/management is also desirable.
The appointment will be from 1st February, 1976, or such other date as may be arranged. The salary scale for the post will be from £3,216 to £6,495 with 15 points and increments of approximately £200 each, and the point at which the successful applicant will be placed on the scale will be determined in relation to his or her salary at the time of appointment.
Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, 76 SOUTHBRAE DRIVE, GLASGOW G13 1PP. Completed forms should be returned not later than Monday, 8th December, 1975.

AYCLIFFE SCHOOL

Principal: M. S. Hoghughi, B.A., Ph.D., A.B.Ps.S.

Second Deputy

We are looking for a suitably qualified and experienced person to fill the above post in the Regional Assessment Centre, to commence not later than 1st April 1976.

Aycliffe is the regional assessment and treatment centre for severely disturbed youngsters in the North East. The Assessment Centre, as well as being the oldest facility of its kind in Europe, is the only one in the country with a specialist unit for the assessment of both boys and girls under conditions of security.

As well as the appropriate academic background and potential for contributing to the development of the assessment process, applicants must have reasonable administrative experience and the right personal qualities which would enable them to work within a highly qualified team.
The post is resident: accommodation is available for single or married applicants. Salary is on the scale £4,755 to £5,787 p.a.

Applications, giving full curriculum vitae and names of three persons to whom reference may be made, should reach the Principal, Aycliffe School, Copelaw, Darlington, Co. Durham, not later than Monday, 1st December, 1975.

DRUIDS HEATH
COMMUNITY HOME SCHOOL,
WALSALL

TEACHER

To join a team of three teachers in the planning of a full educational programme for 20 boys. Basic remedial education plus any specialist contribution, with an ability to teach woodwork, metalwork or music of particular advantage.
The opportunity to work extraneous duties of 15 hours per week is available.
Salary Burnham Scale I, plus allowance of £327 and extraneous duties allowance of £879 p.a.
Barnardo's is a Christian based Society and offers conditions of service in line with Local Authorities.
Information and application forms: Mr. P. Lambden, Brooklands, Great Cornbow, Halesowen, West Midlands B63 3AE.

Barnardo's

a/b = c
The Crucial equation of Recruitment Advertising

a = cost of advertising a teaching post
b = number of replies received
c = cost per reply.

On average, more teachers answer advertisements for secondary education appointments placed in The Times Educational Supplement than any other educational publication. So the average cost per response is lower too, because TES advertisement rates are very competitive.
It all goes to show what you probably know already . . . no other educational journal approaches the success of the TES in finding the right teacher for a vacant post at the lowest possible cost.

THE TIMES
EDUCATIONAL SUPPLEMENT

Over 600,000 readers every week.
If you want more of the facts, contact Dennis Styles on 01-837 1234.

COUNTY OF AVON Education Service

TUTOR ORGANISER
in Social Education

At Farleigh Hospital, nr. Bristol. A hospital for mentally handicapped patients with widely differing levels of handicap.

Applicants must be suitably qualified and experienced and will be required to take part in the planning of educational objectives and in the organisation of teaching on the wards.

The post is for one year only and will be at the minimum of Burnham F. E. Lecturer 1.

Ref. No.: CS/V2

FULL-TIME YOUTH WORKER

At Summit Youth Centre, Kingswood, Bristol.

To lead and train a large staff team and develop a youth work programme at the centre.

Salary scale: JNC Range 3 (points 4-6) £3,771-£4,248.

Assistance with removal expenses available where appropriate.

Ref. No.: CS/V1

Further details and application forms returnable by 5th December from the Chief Education Officer (Tel.: Bristol 290777 ext: 566) P.O. Box 57, Community Services Section, Avon House North, St. James Barton, Bristol, BS99 7EB.

Please quote post reference number.

WEST GLAMORGAN County Council

EDUCATION COMMITTEE

YOUTH SERVICE

Applications are invited from suitably qualified candidates for the following posts in the authority's youth service.

BLAEN-Y-MAES YOUTH CENTRE

Full-time leader required at this centre situated near Swansea and serving a large housing area. This post offers an excellent opportunity to join a team of youth workers in West Glamorgan. Salary in accordance with youth leaders J.N.C. range (points 1-7) (post ref. CD/22.13.75).

PENCLAWDD YOUTH CENTRE

Part-time senior youth leader required for this centre which is open two evenings each week during term time, 3 hours per evening. Salary £2.44 per hour (under review) (post ref. OD/23.13.75).

Application forms are available on receipt of a stamped addressed foolscap envelope from the undersigned, quoting the appropriate post refence and should be returned by Friday, 5th December, 1975.

John Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea.

SENIOR ASSISTANT
(RESIDENT)
£2,607-£3,957 Mitcham

To be Third-in-Charge at Pentlands Observation and Assessment Centre, St. George's Road, which provides assessment facilities for 21 boys aged 10-17; many of whom are referred by the Juvenile Courts.
This is a challenging and demanding post requiring someone who is sensitive to the needs of boys suffering from severe emotional and social problems. Applicants should be male and preferably qualified and experienced in residential child care, teaching, or youth leadership.
The successful applicant will participate in the preparation of assessment reports, attend Assessment Conferences, supervise boys in a variety of practical work situations and organise leisure activities.
Accommodation comprises a comfortable bed-sitting room within the Centre for a single man. Annual leave 5 weeks.
For informal discussion and visit, please phone the Superintendent Mr. Jowsey, 01-648 2012.

**Application form from Director of Social Services (RTW), Surrey House, 34 Eden Street, Kingston upon Thames.
Closing date: 1st December.**

SURREY
COUNTY COUNCIL

Community Homes and Associated Institutions

AVON COUNTY
See display advertisement under Section Youth and COMMUNITY SERVICE.

CHESHIRE

NATIONAL CHILDREN'S HOME
DANESFORD SCHOOL
Congleton

(Danesford School is a Community Home with Assisted Status for 72 Boys with an age range of 9-16 years).
Applications are invited for a man TEACHER, for January 1976 or Easter 1976, to specialize in WOODWORK and TECHNICAL DRAWING and to teach basic subjects to his own Form.
Accommodation is available for a married man or for a single person.
The service is fully recognized and pensionable under the Teachers' Superannuation Acts. Salary according to Burnham Scale plus Approved Allowance of £564 p.a. plus £879 p.a. for a weekly average of 15 hours extraneous duties or pro rata for a less number of hours.
The National Children's Home is a Methodist foundation and applicants should be committed to the Christian way of life.
Application forms and further particulars from: Education Secretary, National Children's Home (Dept. TES), 85 Highbury Park, London, N5 1UD.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
ROCHESTER—GREENACRE HOME
114 Borstal Road
(Unit run by Social Services Department)
MISTRESS (full-time) required to teach in this girls' home. Experience or training in the problems of disturbed children an advantage. Salary on Burnham Scale 1 (plus Special Schools allowance).
Application forms obtainable from the Divisional Education Officer, Fort Pitt House, New Road, Rochester ME1 1DU, to whom they should be returned on completion.

Youth and Community Service

BERKSHIRE
WINDSOR COMMUNITY CENTRE
This modern, purpose-built community centre with 1,000 plus members requires a WARDEN with initiative, ability and enthusiastic personality. Salary according to experience/qualifications, to £4,089 per annum (including London fringe allowance).
Details and application form from Hon. Secretary, Windsor Community Centre, Hanover Way, Windsor, Berkshire.

DERBYSHIRE
EDUCATION COMMITTEE
ST. MARCH SCHOOL
(Roll 970)
Required, full-time YOUTH and COMMUNITY WORKER
Salary, J.N.C. II, £2,712 to £3,162.
Further details and application forms available from Further Education and Community Development Department, Area Education Office, New Beetwell Street, Chesterfield (telephone 79042 and 71009).

EALING
(London Borough of)
COMMUNITY CENTRE WARDENS
Salary £3,063 to £3,888 per annum, inclusive.
The London Borough of Ealing has long encouraged the development of informal education and neighbourhood cooperation by the establishment of Community Centres. There are at present seven centres within the Borough providing accommodation for afternoon and evening classes and a wide range of leisure and recreational activities. Each centre is managed by a Community Association through a committee representing both member groups and Local Education Authority.
Applicants for the position of Warden should possess good organizing ability; have wide-ranging interests; be acceptable to people of a widely varied background and be fitted by education and experience to develop and maintain informal educational and recreational activities. The position might be suitable for a teacher wanting to enter Community work. The Warden will act as Secretary to the Community Associations and clerical assistance will be available at each centre. Preferably candidates should possess qualifications and experience which will enable them to be accorded qualified status under the relevant J.N.C. report.
Further details and application form available from Chief Education Officer, Hadley House, 79/81 Uxbridge Road, Ealing W5 5SU. Forms to be returned within 14 days of the appearance of this advertisement.

HAMPSHIRE

NORTH-EAST AREA

COVE COMPREHENSIVE SCHOOL

Comprehensive Boys 11-18
(1,150 on roll)

Required for 1st April, 1976:—

Applications are invited for this post, which involves leadership of a large campus Youth Wing, 300-400 members, together with informal education in the school.
Please write to: P. R. K. Gent, M.Sc., Area Education Officer, Crossways, Boundary Road, Farnborough.
For application form and further details.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM, WALDERSLADE SECONDARY GIRLS' SCHOOL
Bradfields Avenue, Walderslade ME5 0LE
(Roll 740)
A YOUTH TUTOR will be required at this school in January, 1976. Applicants should be qualified Mistresses with either special training or experience of Youth Work.
Extended day classes and other youth activities are now well established. A Youth Wing is soon to be added to give additional facilities for work of proved value to school and community. Salary will be on Post Houghton Scale 3. Walderslade is designated as a social priority school.
Further particulars of this post can be obtained from the Headmistress to whom applications should be sent.

MAIDSTONE DIVISION

MAIDSTONE, SOUTH BOROUGH GIRLS' SCHOOL
(Roll 600)
For January. A lively, experienced TEACHER as YOUTH TUTOR in charge of Extended Day Activities and to teach half-time during school hours, preferably ENGLISH with some remedial work with the Fourth and Fifth Years. Scale 3 available for suitable applicant.
Applications to the Headmistress, with curriculum vitae and naming two referees.

LANCASHIRE

EDUCATION COMMITTEE

YOUTH SERVICE
YOUTH TUTOR J.N.C.
Range 3 Parts 1-6
(£3,426-£3,888)

Qualified and experienced YOUTH LEADERS for the post of YOUTH TUTOR for RURAL FYLDE to take responsibility for a new Youth Annexe which incorporates a comprehensive woodwork/project base at Kirkham Carr Hill County Secondary School.
Forms/further details from/to the District Education Officer, 3 Caunce Street, Blackpool.
Closing date 1st December, 1975.

LONDON

INNER LONDON EDUCATION AUTHORITY

KENTISH TOWN YOUTH CLUB
Hadley Street, N.W.1

ASSISTANT LEADER

A full-time Assistant Leader required for established multi-racial youth club in West Kentish Town. Purpose-built premises. Full range of club activities. Club closely connected with work of Camden Committee for Community Relations.
Assistance may be given towards household removal expenses.
The appointment will be to the service of the Authority with secondment to the Club. Salary and conditions in accordance with the J.N.C. Report. Qualified Salary Scale 3: £3,063 to £3,888 including London Allowance.
Details and application forms returnable by December 5, 1975, from the Education Officer (CEC5), The County Hall, London SE1 7PB (stamped addressed foolscap envelope).

LONDON
WINCHESTER PROJECT
FULL-TIME WORKER
We need a girl to balance mainly male staff in a youth centre housed in a semi-derelict pub. She will work in our alternative education project and evening youth club. Typist and driver preferred. Experience in fund-raising, administration and teaching essential. Salary: £2,700 per annum.
Write for more details and job description to Winchester Project, Old Winchester Arms, Winchester Road, N.W.3, stamped addressed envelope.

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
SPENCER AREA PROJECT
Appointment of YOUTH and COMMUNITY WORKER.
Applications are invited from qualified, experienced YOUTH and COMMUNITY WORKERS or TEACHERS with youth and community work experience, for this new post which has arisen as a result of a detached youth worker project. Both men and women are invited to apply. The person appointed will be a member of a team involved in the development of community based youth work in the estate, using facilities which exist in the neighbourhood and particularly those available at the future remodelled middle school. Salary payable in accordance with the Joint Negotiating Committee Scale for Youth Leaders and Community Centre Wardens: Range 3, £3,426 to £3,888. Starting point according to experience.
Application forms and further particulars may be obtained from the County Education Officer, Youth and Community Service, Education Department, Floor 3, Northampton House, Northampton NN1 2HX.
For informal discussion and further information, please contact Dennis Carr, County Youth and Community Officer, telephone: Northampton 34833, extn. 5471. Closing date: 14 days after the appearance of this advertisement.
M. J. Henley, County Education Officer.

NORTHUMBERLAND COUNTY COUNCIL

PRUDHOE COUNTY SECONDARY SCHOOL
Moor Road
Prudhoe-on-Tyne

ASSISTANT TUTOR
for
ADULT EDUCATION AND YOUTH SERVICE
Scale 2

Required for January, 1976, to be a member of a team consisting of a Deputy Head, to whom the person appointed will be directly responsible, and a full-time Youth Leader.
The team is responsible for the provision and development of Adult and Youth Activities in the Prudhoe District, the Youth Centre at the school and six clubs supported by a team of part-time youth leaders.
Application forms, returnable by November 19, and further details are obtainable by sending a self-addressed envelope to the Headmaster.

ROYAL COUNTY OF BERKSHIRE
Youth & Community Service

PROJECTS YOUTH & COMMUNITY WORKER

Salary: Scale 1 £2,442-£3,204 p.a. plus £141 London Weighting
This worker will be attached to the staff of the Rotunda Centre, Slough, under the supervision of the Senior Youth and Community worker Ken Hirons. The worker will be supervised by a Projects Committee comprised of interested and knowledgeable people from within the Community of Slough. From time to time, this Committee along with the worker will determine areas of work. At present, concern is being expressed over the plight of young unemployed school leavers and the need to take action. The post is essentially seen as a face to face worker post with young people, and might attract a young Youth and Community worker seeking an appointment in a supportive situation but able to practise group work skills or similarly it might attract the young sociologist graduate seeking a period of applied sociology. The opportunity will be to creatively experiment with alternative ways of helping young people.

Applications to the Director of Education (YCS), Education Department, Kennet House, 80/82 Kings Road, Reading, Berks.

Mid Glamorgan
COUNTY COUNCIL

Appointment of

DEPUTY WARDEN

BRIDGEND COUNTY YOUTH CENTRE
(Attached to Brynteirion Comprehensive School)

Candidates must be qualified teachers with experience (part- or full-time) of youth leadership.
The successful candidates will be placed on the Authority's teaching staff and seconded for duties in the Youth Service with the option, after a period of five years, of returning to full-time teaching. Consideration will be given to further secondment at this stage.
Salary: Burnham Scale 1, plus allowance of £400 (the allowance is under review).
Further particulars, together with application forms (to be returned by 3rd December, 1975) obtainable from the undersigned on receipt of a stamped addressed foolscap envelope.
County Hall, Cathays Park,
Cardiff, CF1 3NF.

J. L. Brace, Director of Education.

YOUTH AND COMMUNITY SERVICES

Senior Group Worker —Multi-Activities

JNC 4(2) £4,653-£5,217 p.a. inclusive
Responsible to Youth and Community Services Officer, you will lead the Multi-Activities Centre team comprising a Senior, two Group Workers and a Trainee Youth Worker. There are four such centres in Hillingdon and if you are a professionally qualified youth worker wishing to develop and extend your skills in a key area of work in a progressive service, this appointment will involve you in the recruitment, induction and supervision of cadres of sessional staff at all levels, the leadership of sectional group activities, liaison with associated agencies etc.
Ref: E/26/144X

Special Projects—Field Group Worker

JNC 3(4) £4,038-£4,515 per annum inclusive
Opportunity to join teams of workers concerned with uncommitted or deviant social groups, with particular concern at first with drug abuse you will find this a challenging and rewarding opportunity if you are a well trained and experienced professional with objective approach to emotive situations.
Ref: E/26/142X

Organiser—Group Activities

JNC 4(1) £4,275-£4,791 per annum inclusive
Based at Ickenham Centre, you will join a team headed by Director of the Centre, and be responsible for organisation and promotion of all group and social activities. If you are a qualified youth worker able to undertake leadership of one or more of the activities where personal skills may be applied, this post offers you the opportunity to promote and extend your personal skills.
Ref: E/26/143X

HILLINGDON is the most westerly of the London Boroughs, retaining to a pleasant degree its rural environment, whilst offering easy access to Central London.
HOUSING: 2 bedroom house can be made available for one of these posts (with garage).
FRINGE BENEFITS in approved cases, include 75 per cent removal expenses, lodging allowance, 100 per cent legal fees incurred in house purchase, (maximum £400).
FURTHER DETAILS and application forms available from: Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1TR. Telephone Uxbridge 52281, extension 29, quoting appropriate reference. Closing date 5th December 1975.

LONDON BOROUGH OF
HILLINGDON

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

SCEA

HEAD OF INFANTS - Scale 3

APRIL 1976

PRIMARY SCHOOLS
THE FEDERAL REPUBLIC OF GERMANY

Applications are invited from appropriately qualified and experienced teachers for Head of Infants (Scale 3) posts at the following British Families Education Service schools in North West Europe:

Haig School (Group 7) Gutersloh
Nienburgh School (Group 6) Nienburgh
Grenville School (Group 6) *Celle*

It is possible that other similar vacancies will become vacant in other *schools*.

NOTES:
Salary will be in accordance with current Burnham Scales, plus Inner London Allowance and a tax free Foreign Service Allowance (details will be supplied). Normal superannuation rights are safeguarded. Return passages are free. Accommodation is provided free or an allowance towards rent given. Initial engagement is for three years. Applicants should not be over the age of 47 years at commencement of appointment and should be currently resident in the United Kingdom.

Requests for application forms should be made on a postcard to:

SERVICE CHILDREN'S
EDUCATION AUTHORITY (P)
Teachers Appointment Section
IAE Court Road, Eltham, LONDON SE9 5NR

AW 3103

BAC OVERSEAS

TEACHERS
MATHS/PHYSICS

You can earn over
£13,400
in the next two years
TAX-FREE

During the Spring and Summer of 1976 we shall require a number of male teachers to support our training programme in Saudi Arabia. They will be required to teach Maths/Physics/Electronics to young men of the Royal Saudi Air Force, who are being trained as cadet pilots or as aircraft technicians. A few vacancies may also occur in the forthcoming months, and applications will be considered from teachers who are available immediately.

Applications are invited from U.K. citizens, aged 26 to 54, who are qualified teachers. Candidates should have a degree in mathematics, physics or general science and at least three years' experience in teaching mathematics, physics and basic electronics.

Successful applicants will receive free bachelor accommodation, catering, medical care and other facilities. There is frequent and generous, travel-paid home leave.

Please apply in writing with brief details of qualifications and experience, quoting Ref. No. 376/TES to:

Personnel Officer (S.A.),
Saudi Arabian Support Dept.,
British Aircraft Corporation,
Warton Aerodrome,
Preston, PR4 1AX, Lancs.

BAC
BRITISH AIRCRAFT CORPORATION

French-Language Instructor
£7,000 p.a.

Société Minière de Tenke-Fungurume is a Company formed to develop a large new copper mine in the Republic of Zaïre. Now at the beginning of the construction stage, the Company already has more than a hundred expatriate employees living at Fungurume with their wives and families, and when fully operational, will employ several hundred more, together with a large number of local employees.

The Company now has a vacancy for a Language Instructor to teach French to English-speaking employees ranging from artisans to senior management.

Initially, instruction will be carried out with a minimum of aids, but with the possibility of the installation of audio/visual aids at a later stage.

Applicants should have a recognised French language teaching Diploma, and have had at least 5 years as a French language teacher, and should be bi-lingual English/French.

The salary will be from Z.7,648 (£6,540) plus annual gratuity in lieu of pension of Z.589 (£491). The appointment will be an open-ended contract with 18 month tours, with home leave (passages paid) accruing at the rate of 5 days per month.

Fungurume, at 4,000 feet, enjoys a pleasant tropical climate, and a growing range of facilities provide for sports and recreation. Free accommodation, a primary school and assistance with the education of older children are among the fringe benefits.

Applicants are invited to write in confidence to:

Anglo Charter International Services Limited,
(Appointments Division) Ref. **ZTE2111**
7, Rolls Buildings, London,
EC4A 1HX.

Opportunities Abroad in Zaïre

Education Overseas

Falkland Islands

HEAD TEACHER (JUNIOR AND INFANT)

To lead team of 6, re-organise methods where appropriate and initiate in-service training as necessary. Applicants, aged 30-45, must be qualified teachers; interest in music and drama an advantage. Appointment for 2-3 years.
Salary in range £3,468-£3,906 p.a. which includes an allowance, normally tax free, in range £1,644-£2,082 p.a. Terminal gratuity 15 per cent of basic salary.

Gilbert Islands

PRIMARY TEACHERS

At the Rurubao Primary School, Bairiki, to teach general subjects and assist the Headmaster with 80 pupils; prepare children to standard for entry to English preparatory schools at 11 plus examination standard. All teaching and other activities conducted in English. Applicants should be graduate or certificated teachers with several years teaching experience in an English Primary School. An interest in extra-curricula activities would be an additional qualification. Appointments for 2-3 years.
Salary in range £3,307-£7,126 p.a. which includes an allowance, normally tax free, in range £1,938-£4,218 p.a. Terminal gratuity 25 per cent of basic salary.

Malawi

EDUCATION OFFICER (Admin)–ENGLISH, HISTORY AND GEOGRAPHY

To be responsible for courses offered by the Malawi Correspondence College involving the writing of courses, of adapting and editing courses commissioned from outside writers. To supervise external tutors, mark students' work, and assist in preparation of educational broadcasts. Applicants, aged 25-50, should have a degree in English or History with English as a subsidiary subject and have some teaching experience. Experience of correspondence methods or proven ability in teaching via the printed word (e.g. text book or radio script writing) an advantage. Appointment for 24-36 months.
Salary in range £2,383-£5,172 p.a. which includes an allowance, normally tax free, in range £1,500-£3,282 p.a.

Malaysia

TEACHERS (5)–ENGLISH

To be employed as Heads of Department or Advisers to Departmental Heads with responsibility for improving the standards of English in secondary schools. Applicants, under 55, must be trained graduates, preferably honours, capable of teaching up to 'O' and 'A' levels and have at least 5 years experience. A post-qualification in TEFL an advantage. Appointment for 21-27 months.
Salary in range £2,703-£6,291 p.a. which includes an allowance, normally tax free, in range £1,128-£2,802 p.a. Terminal gratuity 15 per cent of basic salary.

Western Samoa

TEACHER–SCIENCE/MATHEMATICS

To teach both subjects up to 'O' level and assist with extra-curricula activities. Applicants must be graduates, preferably trained, with relevant experience of the duties of the post. Appointment for 2 years.
Salary in range £3,300-£4,600 p.a. which includes an allowance in range £1,300-£2,200 p.a. Terminal gratuity 12 per cent of total emoluments.

Sierra Leone

LECTURER/HEAD–BIOLOGY DEPARTMENT

At the Milton Margai College, Freetown, to be Head of Department; supervise staff (academic and supporting); teach and examine students; supervise teaching practice. Applicants, aged 30-50, should be trained graduates with a minimum of 5 years teaching experience and be capable of teaching Botany and Zoology at College of Education (UK) level; extra curricula ability an advantage. Appointment for 4 years.
Salary in range £2,992-£4,982 p.a. which includes an allowance, normally tax free, in range £1,182-£2,802 p.a. Terminal gratuity 15 per cent of basic salary.

Other benefits (all posts) include free family passages, paid leave, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £900 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply, indicating post concerned, and giving age and details of qualifications and experience to:

Appointments Officer
Ministry of Overseas Development
Eland House, Stag Place, LONDON SW1E 5DH

YOUTH AND COMMUNITY SERVICE
continued

SOMERSET
Readvertisement
1st April or September 1976:
HUISH EPISCOPI COMPREHENSIVE
Langport

Applications are invited for the post of COMMUNITY TUTOR. Salary, Burnham Scale 3.

The person appointed will be required to work with pupils, former pupils and other people to foster opportunities for leisure pursuits.

This 11 to 16 school, (n.o.r. [illegible]) serves a wide catchment around Huish Episcopi and there is ample scope for the person appointed to develop youth and community work using the school as a base.

Previous applicants will be reconsidered.

TEAM WORKER

An interesting piece of detached Youth Work based in the town centre of an Outer London borough needs a replacement worker for its team. Main area of work is establishing and maintaining contacts with young people and subsequently following up the problem areas and inadequacies which are highlighted with local and other authorities. We seek a person with a professional qualification, i.e. Teacher/Social Worker/Youth Worker who has some experience of working with young people.

If you are interested, phone Jan. 01-863 6261, or write to Area Office, Third Floor, Central Club, 16-22 Great Russell Street, London W.C.1.

Salary and conditions according to J.N.C.Y.L. new Scale 2 plus London Weighting.

Overseas Appointments

SWEDEN
THE BRITISH CENTRE STOCKHOLM
KURSVERKSAMHETEN
(University Extra-Mural Board)

FOUR TEACHERS required to teach ENGLISH in Sweden from January 1976 on 17-month contracts. Teachers conduct classes in towns throughout Sweden for adults with some work in Swedish state schools. Classes are for English as a foreign language at all levels from beginners to advanced language and literature.

Qualifications: All applicants must be single, aged between 21 and 40. They must hold qualifications from a British University or College. New graduates without other experience cannot be considered. Teaching experience is a considerable advantage.

Fares: Transportation to and from Sweden at the beginning and end of service paid by the employer. Superannuation rights safeguarded. Service recognised for incremental purposes in the United Kingdom.

Salary: Minimum Sw.Kr. 1,800 per month net (in the [illegible]). Currently equivalent to £185 per month.

For further information and application form please write on a postcard to The British Centre, 33 Palmeira Mansions, Hove, Sussex BN3 2GB.

AUSTRALIA
ASSOCIATE DIRECTOR—MEASUREMENT AND EVALUATION
AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH
P.O. Box 210, Hawthorn, Victoria, Australia, 3122.

The Council is an independent national organisation funded partly by annual grants from governments, partly by grants for special projects, partly by the sale of educational and psychological tests and associated books, and of educational materials.

Copies of the Council's annual reports are available at N.F.E.R., S.C.R.E., Ministry of Education and the Library of Australia House.

The Associate Director—Measurement and Evaluation—is responsible to the Director for the Council's work in test development, test maintenance, and testing services and programmes. The position is at University Reader or Associate Professor level: present salary is approximately $21,000(A) p.a. High academic qualifications, a proved research record and proved ability to work with others are essential.

Applications addressed to Director will it is hoped reach him by 12 December, 1975, or soon after. The names of three referees are required able to testify to the applicant's qualifications in relevant fields, published research, and experience and ability in supervising and controlling the work of others. It is hoped that the person appointed will be able to take up duties early in 1976, but date of commencement is negotiable.

NEW ZEALAND
IONA COLLEGE
Havelock North, Hawkes Bay
(Independent, girls, 13 to 18. Boarding)

MATHEMATICS GRADUATE required to teach to "A" level, to begin February or May 1976. Outward passage paid on two year contract. Immigration regulations make post possible only to single woman, under 45, willing to accept residence in staffhouse.

Applications and enquiries to Headmistress.

GERMANY
ENGLISH LANGUAGE INSTRUCTOR

Good opportunity for young (single male or female) TEACHER wanting to live in Germany and instruct foreign students.

Opening: Immediately. Guaranteed income. German language beneficial.

Write to EURO-Sprachschule, 64 Fulda, Germany, Bahnhofstr. 25. Telephone 0661/74606.

AFRICA
TEACHERS (all subjects) urgently needed in Catholic missions schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteering.

Please send postage for reply. VMM, 1 Victoria Rd., London NW7 4SA.

AMERICA
Required for April or September 1976: a TEACHER for GIRLS' PHYSICAL EDUCATION (age range six to 14 years). Activities in the curriculum include: gymnastics, modern dance, volleyball, basketball and field hockey.

Write: The Director, The Fleming School, 35 East 62 Street, New York, NY 10021.

GERMANY
BENEDICT SCHOOL OF LANGUAGES
5650 Solingen 1,
Kölner Str. 116.
Requires a TEACHER of ENGLISH to commence on 1st December 1975. A knowledge of German is desirable but not essential. Base salary DM 1000 per month. Higher wages possible.

BARCELONA
Language school requires graduate TEACHER of ENGLISH to adults. Must have some TEFL experience. To begin in January, 1976.

Salary: £190 to £260 monthly for 24 to 33-hour week.

Please send full details to Box TCH 1935, The Times WC1X 8EZ.

BAVARIA
LANGUAGE SCHOOL
Wanted, qualified TEACHER, female, for ENGLISH and FRENCH (command of German), age 25 to 35 immediately.

Application to Tillmann Schule 8959, Horn-Schwangau Allgäu.

ITALY
Female TEACHERS of ENGLISH required by Language School to commence January.

Contact: Miss J. Hughes, 88 Chiswick Village, London W.4. Tel. 01-995 2966.

JAMAICA
For January/April, 1976, English Literature to "A" level, in well established coeducational school.

For details send brief personal particulars to Christians Abroad, 38 King Street, London WC2E 8JT.

Administration

Local Education Authority

BERKSHIRE
(Royal County of)
A specialist CAREERS OFFICER based at the Reading Careers Office is required to work with students in schools and colleges.

Candidates should have experience in the Careers Service and approved qualifications.

Salary scale £3,366 to £4,095. Car allowance and assistance with removals available.

Full particulars and application forms available from Director of Education, Kennet House, 80/82 Kings Road, Reading RG1 3BL.

DEVON
COUNTY COUNCIL
CAREERS OFFICERS
(Two Posts)

Applications are invited from qualified and/or experienced careers officers for posts based on Plymouth and Torquay. Students completing Y.E.S.T.B. courses in December 1975 may apply.

Careers officers work in small teams and there is opportunity for all staff to participate in the development of the service.

Salary A.P. 3/4, £2,922 to £3,702 per annum.

Assistance with removal expenses up to a maximum of £500, and separation allowances may be given in appropriate cases.

Application forms and further details available from the Chief Education Officer, County Hall, Topsham Road, Exeter EX2 4QG (telephone 0392 77977, Ext. 382), to whom they must be returned by 5th December, 1975.

DURHAM
COUNTY COUNCIL
Temporary SPECIALIST CAREERS OFFICER (3) to specialise in work with unemployed young people. The successful applicants will be attached to Careers Service headquarters but will be based initially in one of the following areas—DURHAM / CHESTER-LE-STREET; EASINGTON; BISHOP AUCKLAND/DARLINGTON. Responsibilities will include individual counselling, developing contacts with employers and involvement with special training courses and job creation schemes for unemployed young people. Appropriate in-service training will be provided.

Candidates should be qualified or experienced Careers Officers or possess relevant qualifications and experience in industry, commerce or the professions. Salary in range of £2,529 to £3,702 per annum with placing according to the above. Car user allowance payable. The period of employment is terminable at the latest on the 31st March, 1977.

Further details and application forms returnable by 5th December, 1975, from the Director of Education, P.O. Box, County Hall, Durham DH1 5UJ, on receipt of a stamped addressed envelope.

EALING
(London Borough of)
SOUTHALL COLLEGE OF TECHNOLOGY
Beaconsfield Road, Southall
Middlesex UB1 1DP
PERSONAL ASSISTANT/SECRETARY
Salary: £2,790 to £3,114 per annum inclusive

PERSONAL ASSISTANT to the Principal required to commence duties as soon as possible. A responsible and interesting post for a person with administrative ability and experience, initiative and discretion. Fast, accurate typing essential, shorthand an advantage. Applications from persons of mature age will be considered.

Application forms obtainable from the Registrar at Southall College of Technology at the above address. Forms to be returned within 14 days of the appearance of the advertisement.

EAST SUSSEX
COUNCIL ON ALCOHOLISM
APPOINTMENT OF DIRECTOR

The National Council on Alcoholism has been funded by the Department of Health and Social Security to set up a network of Information and Advisory Centres on Alcoholism. The East Sussex Council is about to open its Centre in the Spring of 1976. The Council is looking for a Director to develop the work of the Centre. The main function of the Council is to provide an initial counselling and guidance service for people and their families with alcohol problems and to collaborate with the Area Health Education Officer in the promotion of educational programmes on alcoholism. The Council is looking for a person from one of the following fields:—
SOCIAL WORK, PROBATION, EDUCATION OR NURSING

Salary, Local Authority AP5 (£3,828-£4,098) or for suitably qualified person, Senior Officer I (£4,239-£4,842). Superannuation and Essential Car User Allowances.

Further information and application forms from: Dr. H. G. Brims Young, Secretary, East Sussex Council on Alcoholism, P.O. Box 10, County Hall, Lewes, Sussex BN7 1RW.

Closing date Friday 5th December, 1975.

HAMPSHIRE
HAMPSHIRE CAREERS SERVICE
CAREERS ADVISER
Gosport
Up to £3,702

Applications are invited from suitably qualified men and women for the above post. The person appointed will be a member of the South East Division team and will work in schools in the Gosport area.

Salary grade is A.P.2-4 (£2,529-£3,702).

A car allowance will be paid.

Assistance is available for removal, legal and other expenses.

In certain circumstances accommodation may be arranged and married officers may receive a subsistence allowance if separated from their families.

Please quote reference number 3131 AA when obtaining further particulars and application form, returnable by 5th December, 1975, from the Personnel Officer, The Castle, Winchester, Hants SO23 8UJ.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
CAREERS OFFICER
£2,922 to £3,702 per annum

Careers Officer based in Bromsgrove and part of a team of 11 Careers Officers working in the northern part of the county. It is the policy to recruit qualified and trained staff.

Details and application forms from County Careers Centre, 5 and 6 Barbourne Terrace, Worcester WR1 3JU.

The British Council

invites applications for the following posts:

Senior Lecturer in Biological Statistics (Cameroon)

Ecole Nationale Superieure Agronomique, University of Yaounde
Postgraduate degree and substantial experience of biological statistics in agriculture, animal husbandry, forestry or similar field essential.
Knowledge of French and overseas experience desirable.
Salary: £4688-£6532 pa tax free.
Benefits: Overseas and children's allowances, free accommodation. Two-year contract. 75 HU 119

Lecturer in English (Cameroon)

Ecole Normale Superieure, Bambili
To lecture to student teachers on methodology of ELT/TESL plus some English literature.
Degree, TEFL qualification and experience, knowledge of French essential. Teacher-training experience desirable. Preferably aged 30-40.
Salary: £4076-£5096 pa tax free.
Benefits: Overseas and children's allowance, free accommodation. Two-year contract. 74 MT 26

Teacher of Biology (Bahrain)

The Bahrain School, Jufair
Degree and 2 years' teaching experience desirable.
Salary: £2630-£3128 pa according to qualifications and experience.
Benefits: Cost of living and housing allowances, 2 months' passage-paid annual leave. One-year contract, renewable. 75 AS 77-80

Senior Teacher or Teacher of English (Iran)

British Council Teaching Centre, Tabriz
Degree or teaching certificate. TEFL experience, including teaching FCE level, essential.
Single candidates, under 30 for Teacher's post, for Senior Teacher's post graduate TEFL qualification required.
Salary: Senior Teacher: £4263-£5136 pa (approx) tax free. Teacher: £3304-£4176 pa (approx) tax free.
Benefits: Annual increment, employer's portion of UK superannuation. 2 year contract, renewable. 75 HO 90

Teacher of English (Ivory Coast)

Ecole Normale Superieure, Abidjan
To teach English with TEFL methodology.
Degree with TEFL qualification, overseas experience, good command of French essential.
Salary: £4076-£5096 pa tax free.
Benefits: Overseas and education allowances; free accommodation, medical scheme. Two-year contract. 75 HT 12

Teacher of Science (Spain)

The British Institute School, Madrid
Candidates should be single with a degree or teaching certificate in or including Science and a minimum of 3 years' teaching experience.
Salary: Approx. £2546-£3990 pa.
Benefits: Expatriation allowance, employer's portion of superannuation. Two-year contract, renewable. 75 SS 143

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience: quoting relevant reference number for further details and an application form to
The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

SCEA

ADVISORY TEACHERS IN PRIMARY EDUCATION - Scale 2

APRIL 1976

Applications are invited to fill vacancies for a number of Advisory Teachers in British Families Education Service primary schools in North West Europe.

Each advisory teacher appointed will be home-based at a particular Primary school but involved in advising all other schools within a twenty-five-mile radius. His/her work will be linked to that of a Teachers' Centre and will be supported by other Advisers and Wardens.

These vacancies, all at Scale 2, are for:

Three Advisory Teachers in Early Childhood Education
Two Advisory Teachers in Creative Arts
Two Advisory Teachers in Language Development (including remedial education)
Four Advisory Teachers in Maths/Science
Two Advisory Teachers in Physical Education
One Advisory Teacher in Music

Applicants should have significant experience of teaching children of primary school age and have particular interest and expertise in the relevant area of the curriculum.

Applicants should be prepared to own and drive a car, for which appropriate mileage allowances will be paid.

NOTES:
Salary will be in accordance with current Burnham Scales, plus Inner London Allowance and a tax free Foreign Service Allowance (details will be supplied). Normal superannuation rights are safeguarded. Return passages are free. Accommodation is provided free or an allowance towards rent given. Initial engagement is for three years. Applicants should not be over the age of 47 years at commencement of appointment and should be currently resident in the United Kingdom.

Requests for application forms should be made on a postcard to:

SERVICE CHILDREN'S
EDUCATION AUTHORITY (P)
Teachers Appointment Section
IAE Court Road, Eltham, LONDON SE9 5NR

AW 3102

Technical Education Overseas

Indonesia

Technical Expert
—Building Construction

At the Technical Training Centre Ujang Pandang, to assist with setting up, organisation and operation of workshops; advise on commissioning, operation and limitations of equipment; establish student training programme; advise on maintenance of workshop equipment and establishment and observation of safety standards. Applicants, aged over 30, should have HNC or CGLI full technological certificate, with apprenticeship training, followed by 5 years' trade experience; at least 3 years' teaching experience desirable. Experience of organisation and operation of a workshop in a Technical Institution advantageous. Knowledge of Indonesian language necessary and course will be arranged. Initial appointment for 18 months.

Salary in excess of current UK earnings plus a variable tax-free overseas allowance. Other benefits include free family passages, paid leave, children's education allowances and free accommodation and medical attention. Superannuation rights may be preserved; all emoluments paid by the British Government. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply giving age and brief details of qualifications and experience to:—
Appointments Officer

Ministry of Overseas Development

Room 317/MR,
Eland House, Stag Place,
London SW1E 5DH

Leicestershire

PROFESSIONAL ASSISTANT (SCHOOLS)

£4,689-£5,250 p.a.

Applications invited from graduates with good teaching experience in school, preferably at head of department level. The post, vacant on promotion, offers excellent opportunities for an energetic man or woman to gain experience of education administration in a large authority.

Casual-user car allowance. Removal expenses, legal fees, lodging allowance payable in approved cases. Details on request. Apply (no forms) with names of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 9th December.

COUNTY OF SOUTH GLAMORGAN

Education Department

ADVISER FOR SPECIAL EDUCATION

Salary Range : Soulbury 19-23,

£5,172-£5,850

(under review nationally)

Applications are invited for the post of Specialist Adviser in SPECIAL EDUCATION, from men and women with substantial experience in the field of Special Education; varied teaching experience and are sympathetic to all facets of this educational area.

Further details and application forms (returnable by 8th December, 1975) can be obtained from:
The Personnel Officer, County of South Glamorgan, County Headquarters, Newport Road, Cardiff. 'Phone (0222) 499022, ext. 3411/2.

NATIONAL HEALTH SERVICE

NHS TRAINING AND STUDIES CENTRE HARROGATE

The Centre is a new one providing 48 residential places. It is to open in the Spring but these posts require to be filled early in 1976. The Centre will provide a national base for a wide range of courses, seminars and conferences for senior and middle management grades aimed at helping the development of operational effectiveness in the NHS.

TRAINING OFFICERS

(3 posts) (Salary £4,008-£4,983)

These officers will assist in the design and management of training courses and should have 2 years' experience in training.

The above posts are subject to the terms and conditions of NHS appointments. Fuller details, application forms and job descriptions are obtainable from Mr. F. R. Duncan, Room 430, Department of Health and Social Security, Friars House, 157-168 Blackfriars Road, London SE1 8EU.
Completed forms should be returned not later than 12th December, 1975.

Pre-School Playgroups Association

GENERAL SECRETARY

Salary : £3,600-£4,800 p.a.

PPA requires a General Secretary who will be responsible for the co-ordination and administration of a large and complex voluntary organisation with its headquarters in South London.
Great importance will be attached to the personal qualities of the person appointed as it is essential that he/she should be able to establish good working relationships with people throughout the playgroup organisation, with other voluntary bodies and with National and Local Government Officers.
Write for application form and job description to: The Administrative Officer, PPA, Alford House, Aveline Street, London SE11 5DH.
Closing date for completed applications: 19th December, 1975.

ADMINISTRATION
Local Education Authority continued

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
SENIOR ASSISTANT EDUCATION OFFICER
(Secondary and Special Schools)
To commence duties on 1st January 1976 or as soon as possible thereafter. The officer appointed will be a member of the Education Management Team and will be responsible to the County Education Officer for the implementation of policy and the general direction of all Secondary and Special Schools in the county's area. Applicants should possess a degree or equivalent qualification, good teaching and administrative experience. (The post qualifies for an essential user car allowance.) Salary: Principal Officer range £7,557 to £8,187.
Particulars and application forms may be obtained from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to be returned by 8th December, 1975.

NORTHUMBERLAND
COUNTY COUNCIL
CAREERS ADVISORY SERVICE
AREA CAREERS ADVISER
NORTH NORTHUMBERLAND
£3,825-£4,095

The successful candidate will be responsible for the leadership of the service including a team of careers advisers in the area. There will be considerable scope to contribute to the development of the careers advisory service. The area includes Berwick-upon-Tweed, where the post will be based, and Alnwick.

Applicants should have previous experience in the careers service and preferably hold appropriate qualifications such as the Diploma of Y.E.S.T.B. or the Diploma in Vocational Guidance.

Assistance is available towards disturbance, removal and separation expenses in approved cases.

Essential car user allowances are applicable according to scale.

Application forms, returnable by 8th December, and further details are available from Director of Education, Eldon House, Regent Centre, Newcastle upon Tyne NE3 3HZ.

SANDWELL
(Metropolitan Borough of)
PROJECT DIRECTOR, Scale 3
Required for April, 1976, or earlier if possible. Project Director for HOME/SCHOOL LINKS Project in West Smethwick. This Five-Year Project started in September, 1974, under Urban Aid.
Application forms and further particulars from Director of Education, Education Offices, Highfields, High Street, West Bromwich.

TAYSIDE
REGIONAL COUNCIL
EDUCATION DEPARTMENT
CAREERS OFFICER
£2,691 to £3,282
(Ref: S/103)
Location: Dundee

Applications are invited from experienced careers officers or persons who have a degree and/or the Diploma of the Youth Employment Service Training Board.
Applications will also be considered from students about to complete one of the full-time training courses for the Careers Service or from applicants with appropriate industrial or professional experience.
A job specification and information sheet is available.
Applications on forms available from and returnable to Personnel Department, 24 Mains Loan, Dundee. Telephone 23281 extension 328.
Closing date for receipt of applications is Monday 1st December 1975.

WILTSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATION WELFARE OFFICER
Salary: £2,364 to £3,366 per annum
This post is based in the Swindon Area.
Salary commences according to qualifications and experience with a Bar at £3,009 for unqualified officers.
Assistance with removal costs up to £500 subject to certain conditions.
Assistance with lodging up to £10 per week for six months in certain circumstances.
Essential car user allowance payable.
Full job descriptions and application forms from the County Personnel Officer, County Hall, Trowbridge BA14 8JG. Closing date 5th December, 1975. Please quote reference NA.75.368.

General

LONDON
ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD
ADMINISTRATIVE ASSISTANT
An assistant is required to help in the organisation and development of a wide range of examinations. Applicants should be graduates, preferably with a knowledge of Modern Languages and E.F.L. Ability to type an advantage. Salary in the range of £2,633 to £3,130. Four weeks holiday a year. The successful applicant would be expected to start work in January.
Applications should be sent to the Assistant Secretary, R.S.A. Examinations Board, 18 Adam Street, Adelphi, London WC2N 6AJ, before December 5th.

STOCKTON-ON-TEES
TEESSIDE HIGH SCHOOL
The Avenue, Eaglescliffe, Stockton-on-Tees TS16 9AT
Eaglescliffe 783095
APPOINTMENT OF BURSAR
The Governors invite applications for the appointment of Bursar at the Teesside High School, Eaglescliffe, Stockton-on-Tees, Cleveland.
Terms and Conditions of appointment can be obtained from the Headmistress at the School.

PROFESSIONAL Institute within Construction requires services of a part-time EDUCATION OFFICER. Would suit retired College lecturer. Self-motivation and knowledge of technical education important. Preferably living within easy access of London. Salary and hours by arrangement. Please reply to Box TES 4030 WC1X 8EZ. Persons who have applied recently need not re-apply.

Child Care

HERTFORDSHIRE
COUNTY COUNCIL
PINEWOOD SCHOOL
Hoe Lane, Ware, Herts
Applications are invited from married couples to form part of a team of child care staff at this boarding and day school for 140 E.S.N. boys and girls aged 10-16 years.
Salary range £1,701-£2,043 depending on age, qualifications and experience.
Pleasant modern self-contained centrally heated accommodation is available for which a nationally agreed charge is made.
Interested couples are welcome to visit the school by appointment with the Headmaster (ring Ware 4143) from whom application forms may be obtained.

MARRIED Qualified Teacher required for maladjusted children at mixed primary school. Required to live in. Wife to act as Housemother. Good salary and full keep and board in return for extraneous duties. Apply Headmaster, Grangewood Hall School, St. John's Hill, Wimborne, Dorset (telephone: 3984).

MATRONS who like to train and educate and are also willing to help build up a healthy society in which handicapped girls can unfold to the utmost of their capabilities and abilities are invited to get in touch with us. Please write for further information to the Principal, Drayton Manor School, Sherfield-on-Loddon, Hants, RG27 0JD.

Educational Psychologists

CITY OF BIRMINGHAM
PSYCHOLOGICAL SERVICES
(Re-advertisement)
SENIOR PSYCHOLOGIST to take charge of one of the six area centres.
Salary: Soulbury Senior Range £5,331 to £6,030 Points 20-24.
Candidates must be qualified educational psychologists, and should have at least two years' experience.
Informal inquiries may be made to the Chief Psychologist, Dr. G. W. Herbert, Psychological Services, 29 George Road, Edgbaston, Birmingham, B15 1PJ. Telephone: 021 454 6879.
This post qualifies for a casual car user allowance. There are schemes for the payment of removal expenses and lodging allowances.
Application forms and further particulars may be obtained from the Chief Education Officer, Administration Division, Margaret Street, Birmingham B3 3BU.
Closing date: 5th December, 1975.

GATESHEAD
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
Applications are invited for the following post:
EDUCATIONAL PSYCHOLOGIST
Soulbury points 11-22 (£3,900 to £5,670).
Commencing salary dependent upon age, qualifications and experience.
The authority comprises rural, suburban and urban areas and is well provided with special educational facilities. The successful applicant will be required to work on an area basis.
The successful applicant will be subject to satisfactory medical clearance and chest X-ray.
Application forms and further particulars are obtainable from the Director of Personnel and Management Services, 16 Regent Terrace, Gateshead NE8 1LU. Closing date for receipt of applications 29th December, 1975.

Examiners

BIRMINGHAM
EXAMINERSHIPS 1975-76
Applications are invited from suitably qualified persons for the undermentioned vacant EXAMINERSHIP in FURTHER EDUCATION in the academic year 1975-76:—
ORDINARY NATIONAL CERTIFICATE IN BUSINESS STUDIES
ELEMENTS OF BANKING
Application forms can be obtained from the Secretary, Union of Educational Institutions, Norfolk House, Smallbrook Queensway, Birmingham, B5 4ND, and should be returned not later than 9th December, 1975. Please enclose a stamped addressed envelope and state the subject for which the form is required.

MANCHESTER
UNIVERSITIES OF MANCHESTER, LIVERPOOL, LEEDS, SHEFFIELD, AND BIRMINGHAM
JOINT MATRICULATION BOARD
EXAMINERS FOR THE G.C.E.
TEACHERS with appropriate professional qualifications and three or more years' teaching experience are invited to apply for appointment as examiners in
ENGLISH.
FRENCH.
GEOGRAPHY.
For further information apply in writing to the Secretary. Teachers who have been informed that they are already on the Board's reserve lists do not need to make any further application.
R. Christopher, Secretary to the Board, Joint Matriculation Board, Manchester M15 6EU.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education
Wellington House, Aldershot, Hampshire, GU11 1BQ
Applications are invited for the post of CHIEF EXAMINER in BIOLOGY at Ordinary level. The post will involve the setting and marking of question papers, the supervision of Assistant Examiners and responsibility for the conduct of the Board's Biology Syllabus I Ordinary level examinations. Applicants must be graduates with at least five years' teaching experience in Biology, or a related subject, at the appropriate level.
An application form and further details may be obtained from the Secretary (A11) at the Board's offices, to whom completed application forms should be returned within three weeks of the appearance of this advertisement.

YORKSHIRE REGIONAL EXAMINATIONS BOARD
for the CERTIFICATE OF SECONDARY EDUCATION
VACANCIES—Chief Examiners
Applications are invited for the following posts which will become vacant after the 1976 examination. It is hoped that the successful applicants will act as an assistant examiner in 1976.
USE OF ENGLISH
MATHEMATICS C (S.M.P.)
VACANCIES—MODERATORS
Applications are invited for the following posts.
DRESS AND NEEDLECRAFT
(Readvertisement)
The post will become vacant after the 1976 examination.
ENGINEERING-MOTOR VEHICLE TECHNOLOGY
The post will become vacant after the 1976 examinations.
HUMANITIES
(Readvertisement)
The successful applicant will be required to carry out his/her duties immediately after appointment.
GEOGRAPHY
The post will become vacant after the 1976 examinations, but it is hoped that the successful applicant will assist with the 1976 examinations.
OUTDOOR PURSUITS/PHYSICAL EDUCATION
The post will become vacant after the 1976 examinations, but the successful applicant may be required to assist with the 1976 examinations.
Moderators' fees for the above posts are £3 per syllabus plus £3 per examination and 25p per candidate (to a maximum of 40 candidates per syllabus). There is a minimum guaranteed fee of £20. Travelling and subsistence expenses will be reimbursed according to the board's usual scale.
ENGLISH STUDIES
Applications are invited from TEACHERS residing within the areas of north, south and west Yorkshire, Cleveland and Humberside. Successful applicants will be required to moderate Mode 1 English Studies Coursework in 1976.
VACANCIES—ASSISTANT EXAMINERS
TEACHERS with relevant experience are invited to apply for the position of ASSISTANT EXAMINER for 16 plus FRENCH (oral or written).
ASSISTANT EXAMINERS residing within the areas of North, South and West Yorkshire, Cleveland and Humberside are required for the following subjects: Art, Biology, Chemistry, Commerce, Dress and Needlecraft (Written or Practical), Use of English, French (Written or Taped Oral), General Science, Geography, German, History (Modern World or Social and Economic), Home Economics, Human Biology, Mathematics (Syllabus A, B or C), Metalwork, Music, Office Practice, Physics, Physics with Chemistry, Religious Education, Rural Studies, Shorthand, Technical Drawing, Typewriting, Woodwork.
Previously unsuccessful applicants are invited to reapply.
Application forms and conditions of service for all of the above posts are available from The Secretary, Yorkshire Regional Examinations Board, 31-33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HR.
When writing for details please enclose an addressed foolscap envelope. Completed forms should be returned to the above address by 3rd December, 1975.

EDUCATION DEPARTMENT

GENERAL ADVISER

Scunthorpe Division

with a special interest in English and Language Development.

Soulbury Range (Points 21-25) £5,490-£6,210

Applications are invited from suitably qualified and experienced persons for appointment to the Authority's advisory staff. The County, which has a population of 840,000, has established a strong divisional organisation based on four divisions which is particularly concerned with the administration of the service in respect of schools, the youth service, and adult education.

The person appointed is expected to take up the post from Easter, 1976, and will work with the advisory team based on Scunthorpe, but will be responsible for English and Language Development in South Humberside.

Re-imbursement of removal costs and assistance towards disturbance expenses up to a maximum of £400 may be available in accordance with the Council's scheme.

Application forms and further details are available from the Director of Education, County Hall, Beverley, North Humberside, HU17 9BA, to whom they should be returned by 12th December, 1975.

Humberside County Council

THE CITY OF

Birmingham

EDUCATION DEPARTMENT

Senior Assistant Education Officer

(DEVELOPMENT AND BUILDINGS)

Grade PO3 (D) £7,704-£8,718 p.a.

Applications are invited for this key post as Head of the Development and Buildings Branch, which will shortly become vacant on the retirement of the present holder.

The Development and Buildings Branch has major responsibilities for the provision and maintenance of educational premises, including caretaking services. The Branch incorporates a Building Maintenance Division, and also a Development Division, which deals with the preparation and execution of building programmes.

Corporate Planner

Grade PO2(F) £6,729-£7,407 p.a.

The City, which is the largest Metropolitan District created under local government reorganisation, is developing a system of corporate management which includes a central intelligence unit in the Chief Executive's office and staff with specific corporate planning responsibilities within the major departments.

Applications are invited for the post of Corporate Planner in the Education Department which is one of seven departments represented on the Authority's Principal Chief Officer's Management Team.

The post has the status of Assistant Education Officer and offers an excellent opportunity to contribute to the development of the education service in the City and carries responsibility for the Education Department's contribution to the City's Corporate management process.

The Officer appointed will be directly responsible to the Chief Education Officer and will be a member of the Departmental Management Team. Applicants should have a professional qualification and relevant experience at a senior level.

Further particulars and application forms for both these posts available from the Chief Education Officer, Administration Division, Margaret Street, Birmingham B3 3BU. (Tel: 021-235 2587.)

Applications must be received by Monday, 1st December, 1975.

Education

specialist careers officer (handicapped pupils)

careers service
£3,825-£4,095 (under review)

Required to work in the North Division of the County in the districts of Bassetlaw, Mansfield, Ashfield and Newark, based at the Worksop Careers Office. We require someone with Careers Officer experience.

A car allowance is payable. Assistance may be given with the expenses incurred in moving house in accordance with the Authority's scheme.

Application forms and further details are available from the Director of Education, Careers Service Headquarters, Fourth Floor, Exchange Buildings, Cheapside, Nottingham NG1 6FZ. Closing date for all applications 1st December, 1975. Please quote ref. 145.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Southwark

Social Services

WHITSTABLE DAY NURSERY

OFFICER IN CHARGE

£3,663-£4,083 p.a. New Salary Grade 6 (23-27)

Inclusive of London Weighting

Whitstable is Southwark's latest day nursery. It will accommodate 60 children in a pleasant building, providing adequate space for creative play.

We are seeking a person qualified in nursery nursing, child care or teaching in day care and experienced in the care of the under 5's for the position of Officer-in-Charge.

The successful candidate would be expected to provide stimulating play activities for the children, training support to Nursery Students placed in the Nursery, maintain close liaison with Social Workers and have a supportive relationship with the children's families.

For an informal discussion contact Mr. Ray Hewinson, Principal Officer, or Mrs. Betty Payton, Pre-School Care Officer, on 01-703 6113

Telephone 01 701 2870 anytime for an application form or write to The Personnel Officer, London Borough of Southwark, 27 Peckham Road, SE5 8UB. Please quote ref: TES/13/8502 and job title. Closing date. 4th December, 1975.

Bedfordshire

SENIOR ASSISTANT EDUCATION OFFICER (FURTHER AND HIGHER EDUCATION)

Salary Range PO2 (C)
£6,729-£7,407

Applications are invited for this senior post from suitably qualified men and women who have extensive experience of local authority administration in the field of further and higher education. The person appointed will be required to give energetic leadership to the Further and Higher Education Branch of the Education Department. The successful applicant will be a member of the Education Management Team and will have the opportunity of making a distinctive personal contribution to the development of Further and Higher Education in Bedfordshire at a time of major development and fundamental change.

Assistance is given with house purchase and removal expenses. Essential car user allowance is payable, and a car loan scheme is in operation. The person appointed will be required to take up post from 1st June, 1976.

Further particulars and application form may be obtained from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, or telephone Mr K. Fossey, Bedford 63222 Ext. 246.

Closing date for applications: 12th December, 1975.

WILTSHIRE COUNTY COUNCIL

Education Department
Careers Service

INFORMATION OFFICER

S01 £4,239–£4,545

To organise the central information service for the Careers Service. A creative and challenging post.

★ Removal expenses up to £500

★ Lodging allowances up to £10 per week for 6 months

★ Forward looking service in a delightful rural county

Application forms and full job specification from the County Personnel Officer, County Hall, Trowbridge, returnable by 2nd December, 1975, quoting reference NA 75.314.

Area Health Education Officer

£5,046-£6,255

Applications are invited from suitably qualified and experienced persons for the above post based in Derby.

The Area Health Education Officer will be responsible to the Area Medical Officer for developing within the community an understanding of health as a personal and community asset; the encouragement of effective use of medical, environmental and social services provided within the community.

Further details and application form available from the Area Personnel Officer, Derbyshire Area Health Authority, "Wilderslowe", 121 Osmaston Road, Derby, DE1 2GA. Tel. No. (0332) 363371.
Closing date: 12th December, 1975.

DERBYSHIRE AREA

The Sports Council

Applications are invited for two posts of

REGIONAL OFFICER

in the Yorkshire and Humberside Region (officer in Leeds).

Regional Officers are normally expected to be graduates or qualified teachers in physical education with administrative, organising and committee experience and a wide knowledge of post-school physical recreation. Ability to write reports and memoranda desirable. Starting salary according to qualifications and experience.

Salary scale: £3,900-£4,700 p.a. plus 12 per cent non-pensionable allowance for irregular hours. Pensionable addition to basic salary given for superannuation contributions. Further particulars and forms from the Personnel Officer, Sports Council, 70 Brompton Road, London SW3 1EX.

Applications close on 5 December 1975.

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

CHIEF EDUCATION WELFARE OFFICER

Salary Scale AP5 £4,086-£4,356 Inclusive

It is expected that the person appointed will be suitably qualified and will have experience in the Education Department relating to matters affecting the welfare of children and school attendance. He or she will be responsible for co-ordinating the work of nine Education Welfare Officers, liaising with Council Departments and other agencies, involvement in Court proceedings and other aspects of the Education Committee's functions in respect of the education and welfare of children.

Further particulars and forms of application obtainable from the Chief Education Officer, Town Hall, Barking, Essex IG11 7LU, to whom completed forms should be submitted by 6th December, 1975.

Suffolk Area Health Authority

Area Health Education Officer

This is a new post which has been established to plan and develop the Health Education service in this two District Area and applications are invited from qualified candidates with relevant experience in Health Education.

The successful applicant will be responsible to the Area Medical Officer and will be required to establish close working relationships with colleagues in other disciplines within and outside the Health Service.

Previous Health Education experience is required and appropriate qualification is desirable.

Salary: £5,046 rising by five annual increments to £6,255 per annum.

Application forms and further details are obtainable from: The Area Personnel Officer, Suffolk Area Health Authority, PO Box 55, Ipswich IP3 8NN. Telephone: Ipswich 72272.
Completed forms should be returned by the 6th December, 1975.

METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT

Principal Careers

Advisory Officer

SO2–£4,689-£4,992

To lead and develop the Borough's Careers Service. The successful candidate is likely to have had substantial experience in the Careers Service and to be professionally qualified.

Assistance may be given with removal and other expenses and with housing accommodation in appropriate cases. Essential user car allowance payable.

Application forms and further details may be obtained from the Chief Personnel Officer, 166 Drake Street, Rochdale OL16 1XG, to whom they should be returned by 1st December, 1975 (Ref. A19).

Leicestershire

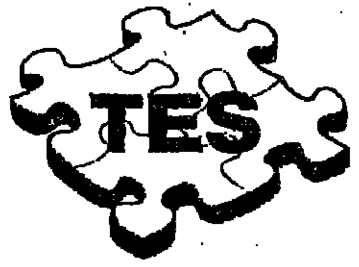
SECONDARY SCHOOLS ADVISER

(Salary) £6,210–£6,930 p.a.

Applications (April 1976 appointment) for this interesting and responsible post are invited from men or women graduates with good comprehensive school teaching experience at head of department, deputy or headship level.

Work will lie particularly in Leicestershire's 11-14 and 11-16 schools and a lively and informed interest in internal school management and organisation is essential. Ability to advise in history, geography or other 'humanities' subjects an advantage. Attractive conditions of service. Please send for further details.

Apply (no forms) with full particulars and the names of two referees, to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 2nd December.



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Educational Supplement

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Librarians

NORTH TYNESIDE
(Metropolitan Borough of)
LIBRARIES AND ARTS DEPARTMENT
PRINCIPAL LIBRARIAN
(Schools Library Service)
A.P.5 (£3,825 to £4,095)

This is a new service and the person appointed will have a staff of one Librarian and two Assistants. There is at present a stock of 10,000 volumes which will increase to 60,000 by March, 1976.

The successful candidate will be responsible for establishing the service, training staff and organising all aspects of the new system. At the earliest opportunity the service will be expanded to include audio-visual material and to provide ancillary services to teachers, heads and education officials.

Applicants should preferably have previous experience in this field and a high degree of administrative ability is essential.

Further information is available from the Chief Librarian, Central Library, Northumberland Square, North Shields, Tyne and Wear (North Shields 82111).

Application forms available from Chief Personnel Officer, 7 Northumberland Square, North Shields NE30 1QQ (Tel. 77-1861) and should be returned by 12th December, 1975, quoting ref. 07/PL/TES.

Ancillary Services

AVON COUNTY
SIDCOT SCHOOL
Winscombe, BS25 1PD
(Independent Quaker Coeducational Boarding School)
(300 pupils)

Required in January, 1976 (or later), SCHOOL NURSE, qualified S.R.N., to be in charge of pupils' health. The nurse is expected to work in cooperation with the school doctor and to be in charge of the sanatorium. G.H.A. Residential Scale D.

Apply with names of two referees to the Headmaster.

BRISTOL
RED MAIDS SCHOOL
Westbury-on-Trym BS9 3AW

RESIDENT DOMESTIC BURSAR required for this boarding school for girls aged 11 to 18 years. To be responsible to the Headmistress for domestic arrangements, including catering and staff.

Applicants should have a recognized qualification and relevant experience.

Small cottage available. Salary according to experience and qualifications.

Apply to the Headmistress enclosing testimonials, and the names of two referees.

Applications are invited from suitably qualified and experienced persons for the under-mentioned posts within the Leisure and Recreation Department. The vacancies occur due to the promotion of previous holders.

Leisure Development Officer

(Salary—S.O. 1—£4,239-£4,545)

The successful applicant will play an important role in the development of a wide range of activities and facilities.

Applicants should have proven administrative/management ability within Leisure Services or a related field as well as enthusiasm, dedication and understanding of community Leisure needs.

Sports Officer

(Salary—A.P.3—£2,922-£3,282)

This post offers an ideal opportunity to begin or continue a career in Recreation Management. The successful applicant will be responsible for the management of a Floodlit Sports Complex with Squash Courts, together with the promotion of courses and tournaments.

Application forms and further details may be obtained for both posts, from Terry N. Bates, Chief Leisure and Recreation Officer, Rhostyllen House, Rhostyllen, Wrexham (Wrexham 55755).

Completed application forms should be returned to the undersigned, Guildhall, Wrexham LL11 1AY, not later than 28th November, 1975.

Canvassing will disqualify. Relationship to any Member or Senior Officer of the Council must be disclosed.

Guildhall,
WREXHAM, LL11 1AY.

J. C. HALL,
Director of Administration and Legal Services.

Wrexham Maelor

J.C. Hall, Director of Administration and Legal Services, Guildhall, WREXHAM, LL11 1AY.

WEST GLAMORGAN County Council

EDUCATION COMMITTEE

Unattached Teachers

Applications are invited from suitably qualified teachers for the following vacancies in the authority's service, to commence duty 1st January, 1976, or as soon as possible thereafter.

ADVISORY TEACHER SOCIAL EDUCATION (Health)

Experienced and suitably qualified teacher to advise and assist teachers and the authority. Scale 4 post. (Reference OD/4.23.75) (Re-advertisement).

INSTRUMENTAL MUSIC (Brass)

Peripatetic teacher of instrumental brass to teach initially in schools, in the Port Talbot district. Scale 2 post. (Reference OD/5.23.75) (Re-advertisement).

Application forms are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference number and should be returned by Friday the 5th December, 1975.

John Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea, West Glam.

LONDON

LEE ABBEY INTERNATIONAL STUDENTS' CLUB

A WARDEN

To be in charge of one of the four houses of this hostel. Applicants preferably married, should have experience in counselling and have a special concern for overseas students. Could be combined with part-time job elsewhere. A similar vacancy in another house will be arising in the New Year.

A COOK

is required by early December to help provide meals for the 250 residents.

A CATERER

will also be required in the New Year.

All these posts are residential and entail membership of the Lee Abbey Christian Community. Further details from The Administrator, 26 Courtfield Gardens, London SW5 0PG. Telephone 01-373 7286.

Miscellaneous

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION

Required for January 1976 or as soon as possible thereafter,

PERIPATETIC VIOLIN INSTRUMENTAL TEACHER Scale 2.

The person appointed will be a member of the string teaching department within the full peripatetic instrumental team. Applicants must already possess teaching experience and if possible hold a recognised teaching diploma or equivalent.

Unqualified teachers, i.e. instructors are also invited to apply for this post, for which the current salary is Scale IS £1,878 (x4) £2,076 plus an allowance of up to 80 per cent on the scale dependent upon experience and qualifications.

Candidates will have the opportunity of working on Saturdays at one of the authority's three music centres, for which additional payment is made.

A casual car user allowance and car loan purchase facilities are available to all full-time appointments.

Closing date 8th December, 1975.

Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham.

R. W. Ellis, Director of Personnel Resources

OXFORD

STANSFIELD COUNTRY STUDY CENTRE

Applications are invited from experienced TEACHERS for the post of HEAD of this Residential Centre which has accommodation for short stay visiting parties of 38 Primary/Secondary pupils from Birmingham Schools. Burnham Scale 4, with full board and accommodation provided in return for extraneous duties.

The post offers wide opportunities for development of imaginative courses using the rich immediate environment.

The appointment is for a single or married person and there is also a vacant post for Matron for which the wife of an applicant could be considered.

Removal expenses will be paid.

Full details and forms of application from Staffing Branch, City of Birmingham Education Department, The Council House, Birmingham B3 3BU.

(V175061)

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
AMERSHAM MUSIC CENTRE
care of Teachers' Centre, Whitehill Chesham, Buckinghamshire

VIOLIN TEACHER required from January to teach in Middle Schools in the Amersham area for approximately two days per week. Times can be arranged to suit applicant. This is a temporary appointment for two terms. London area fringe allowance of £141 per annum in addition to Burnham salary.

Further details and application forms from Mr. R. H. Hunter at the address above. Telephone: Chesham 5378.

AMNESTY INTERNATIONAL
requires

an ASSISTANT to work in the Research dept. to handle case work concerning political imprisonment in Latin America. Applicants should be familiar with the politics and social conditions of the region. Fluent Spanish, Portuguese and good typing essential. Knowledge of French preferable. Salary £2,910 per annum.

Call 01-401 5851 Ext. 57 for application form.

VACATION WORK

Applications are invited for posts teaching ENGLISH to Continental teenagers for periods at Easter and/or June to September, 1976 in Southern England, outside London.

Details from Educational Department, The Elizabeth Johnson Organisation, High Street, Headley, Bordon, Hants.

English as a Foreign Language

LONDON

Experienced and dynamic EVENING E.F.L. TEACHERS for 1976. Two-hour classes. Regular teaching or stand-by. Please write, or ring Mr Swan, 01-580 8511 from 14.00-20.00.

Pitmans School of English
46 Goodge Street, London, W.1.

A long established and D.E.S. recognised School of English on the South Coast urgently requires a teacher from January 1976. Preferably a graduate but E.F.L. qualifications and/or experience essential as is a lively personality.—For particulars please reply with curriculum vitae to Box TES 2010, The Times, WC1X 8EZ.

P.I.S. has vacancies in good independent Schools.—For details send s.a.e. to Staff Department, 7/9 Followes Road, London, N.W.3.

Appointments Wanted

CLASSICS graduate, 25, Australian, single, teaching, research experience, seeks interesting position.—Write Box TES 2016, The Times, WC1X 8EZ.

EDUCATED Frenchwoman, secretarial skills and some private teaching experience, studying English, seeks full part-time work, school, college, office or art gallery.—Write Box TES 2012, The Times, WC1X 8EZ.

FEMALE P.E. Specialist 25 Head of P.E. Department, seeks post abroad for August, 1976.—Write Box TES 2018, The Times WC1X 8EZ.

FRENCHMAN desires position teaching French in British school, also private French tuition, preferably London area.—Write Box TES 2017 WC1X 8EZ.

GERMAN, native grad. teacher seeks post from Jan., 1976. Assistant or full-time teacher. Also French native seeks similar.—Write Hans Passmann, 78 Freiburg, Emmendingerstrasse 21, W. Germany.

HEADMASTER. — Secondary teacher seeks first appointment for January. Teaches Languages and Remedial.—Telephone 041-332 2205, or write Box TES 2013, The Times WC1X 8EZ.

MATHEMATICS teacher seeks post in Greater Manchester for January. Graduate high school experience, remedial to Sixth Form, help with Games.—Write Mrs L. J. Reed, 109 Sandringham Road, Gosforth, Tyne and Wear.

MATHEMATICIAN seeks change of post. Wide experience, all levels.—Write Box TES 2014, The Times, WC1X 8EZ.

TEACHER of Music, qualified and experienced, seeks school appointment. Good references. Available now.—Write Box TES 1974, The Times, WC1X 8EZ.

TEACHER desires congenial Music post January, April or September (lady). Teachers' Cert., L.R.A.M., A.R.C.M., L.G.S.M., piano, singing, G.C.E., choir, orchestra, Burnham, etc. Superannuation.—Write Box TES 2019, The Times. WC1X 8EZ

TEACHER (Male) still seeks resident post. Maths. (trad. and modern) or General Subjects. Musician. Help with games and activities. Good prep. & E.S. experience.—Write to "Advertiser", care of The Rectory, Sampford Brett, Williton, Somerset. Phone (messages) Williton 407.

TEACHER (male), specialising in Mathematics and History to 11 to 14 age groups, seeks post in Secondary School. London and Home Counties area. Available now.—Write Box TES 2022, The Times, WC1X 8EZ

YOUNG MAN, possessing M.Sc. in Statistics, B.Sc. in Economics and five years' lecturing and project experience, seeks post in research, journalism, television or radio. Has industrial experience and is working on a book. Write Box TES 2021, The Times, WC1X 8EZ.

Educational Courses

CAMBRIDGE

UNIVERSITY BOARD OF EXTRA-MURAL STUDIES

Residential courses 1975-76 to be held in Madingley Hall 27th December to 3rd January: Medieval literature: a consideration of Chaucer's romance tales, Gawain, and Malory's romances.
9th to 11th January: Literature into opera: Benjamin Britten.
13th to 15th February. Jane Austen and her world.
Leaflets describing these and other courses may be obtained from the Director, Board of Extra-Mural Studies, Madingley Hall, Madingley, Cambridge CB3 8AQ.

CUMBRIA

THE LAKE DISTRICT OUTDOOR PURSUITS CENTRE

Is an independent centre situated on the shore of Lake Windermere. Its facilities being available to schools, college and youth groups throughout the U.K.

Ideally located for groups requiring a base from which to do field and environmental work, the Centre offers facilities for canoeing, orienteering, fell walking, expeditions, pony trekking, archery and grass ski-ing.

For further information telephone Windermere (096 62) 4824 or write to The Warden, Lake District Outdoor Pursuits Centre, Fallbarrow Hall, Windermere, Cumbria.

EDINBURGH
MORAY HOUSE COLLEGE OF EDUCATION
DIPLOMA IN OUTDOOR EDUCATION

Applications are invited for places on this one-year, full-time, in-service course commencing October, 1976 from qualified teachers in Britain. Secondment arrangements normally apply. Other applicants with exceptional qualifications may be considered.

The syllabus will consist of the following major elements: Countryside Studies, aspects of Education and Sociology, Outdoor Pursuits, Teaching Practice and an expedition at the end of the period of training. Close liaison is established with Outdoor and Field Study Centres.

Further particulars and forms of application may be obtained from the Admissions Office, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. Candidates are asked to submit their applications by Monday, 12th January, 1976.

LABAN ART OF MOVEMENT CENTRE

(In association with University of London Goldsmiths' College)

Diploma in EDUCATION with special reference to MOVEMENT and DANCE (1 year full-time) (2 year part-time)

for men and women teachers and lecturers normally with not less than five years' teaching experience. An advanced course leading to University of London Diploma in Education. Candidates who attain a sufficiently high standard may be eligible for registration for higher degree studies.

Write for full details of the (Course Code MDE/DIP) and other courses at the Centre from The Secretary, Laban Art of Movement Centre, Woburn Hill, Addlestone, Surrey KT15 2QD

(This course will be located at Goldsmiths' College from September 1976.)

LONDON

THE UNIVERSITY

INSTITUTE OF EDUCATION

PHILOSOPHY OF EDUCATION

Applications are invited for a one-year full-time or a two-year part-time COURSE leading to the award of a certificate of the University, namely the Diploma in Philosophy of Education. Applicants should normally have successfully completed an initial course of teacher training and have had substantial teaching experience. Successful applicants may be eligible for financial assistance as set out in the Programme of Courses for Qualified Teachers issued by the Department of Education and Science.

Applications for admission in September, 1976, should be made as soon as possible to the Registrar, University of London Institute of Education, Malet Street, London WC1E 7HS, from whom further details may be obtained.

LONDON

THE UNIVERSITY

SCHOOL OF ORIENTAL AND AFRICAN STUDIES

IN-SERVICE COURSES—SPRING TERM, 1976

The following courses will be held at SOAS in the Spring term.

CHINA AND THE SOVIET UNION: COMPARATIVE DEVELOPMENTS IN THE 20TH CENTURY

JANUARY 29 AND 30

A course planned in cooperation with The Contemporary China Institute at SOAS involving a comparative study of selected social, economic and political developments.

RELIGIONS AND CULTURES OF THE ANCIENT NEAR EAST

FOUR EVENING MEETINGS (5.30-7.00 p.m.)

JANUARY 22 and 29
FEBRUARY 5 and 12

The course will include aspects of historiography, tradition, epic and myth, and law and covenants.

STRATEGIES FOR DEVELOPMENT

FEBRUARY 27 and 28

Concepts such as "development" and "modernization" will be examined and detailed consideration will be given to specific case studies based on SOAS research and fieldwork throughout Asia and Africa.

THE CHILD IN OTHER CULTURES:

MARCH 4 and 5

By presenting different approaches to child-rearing and education in a variety of African and Asian settings, this course should enable participants to extend their understanding of the influence of culture on thought, learning and behaviour.

Details and application forms from The Organizer of Extramural Studies, School of Oriental and African Studies, Malet Street, London WC1E 7HP.

MIDDLESEX

BRUNEL UNIVERSITY

DEPARTMENT OF GOVERNMENT

The Department of Government offers places and studentships for a Master's Course in Public and Social Administration.

The course is offered both as a one year full time, and a two year part time course involving attendance of one day a week.

The education option includes the study of the organisation of the education service at all levels and the analysis of its main policies.

Application forms from SAM, Department of Government, Brunel University, Uxbridge, Middlesex, enclosing a 9in. x 6.5in. stamped addressed envelope.

Closing date for applications—31 December, 1975.

PEAK NATIONAL PARK STUDY CENTRE

LOSEHILL HALL

FIELD LECTURER

With the promotion of the present incumbent to her new post with the Scottish Countryside Commission, a vacancy exists for a field lecturer at Losehill Hall, the first National Park Study Centre in Britain.

Applicants should possess a degree (preferably in the humanities or a natural science). Experience or interest in conservation, environmental education and rural planning is desirable together with an enthusiasm for working with a wide variety of groups in a residential situation.

The post is residential, single accommodation is available. Salary in accordance with Local Government Scale AP 3/4/5, £2,922-£4,095.

Further details and application form from The Principal, Peak National Park Study Centre, Losehill Hall, Castleton, Derbyshire S30 2WB.

Director of Nurse Education

£5,730 p.a. x 4 – £6,486 p.a.

This is a key appointment in this single district area, offering wide scope to a qualified nurse with an appropriate teaching qualification.

The basic requirement is to manage, in the fullest sense, the four existing schools which cover General, Psychiatric, Orthopaedic and the Enrolled Nurse School in North Oxford. This will entail amalgamating them into an Area School, responsible for the training of over 1000 learners.

The potential in this post, particularly to develop forward thinking nursing education policies, will quickly be recognised by the right person.

Outstanding qualities of enthusiasm, sensitivity to others and resilience are as important as administrative ability.

Miss J. Flindall, Area Nursing Officer, will be pleased to give further information about the post ('phone Oxford 67671, ext. 37). An informal visit may be arranged with Miss A. E. Harrold, Assistant Director of Nurse Education, by contacting her at the John Radcliffe School of Nursing, Radcliffe Infirmary, Woodstock Road, Oxford, OX2 6HE ('phone Oxford 49891).

Application forms can be obtained from Miss P. J. Cooper, Area Personnel Nurse, Manor House, Headley Way, Headington, Oxford OX3 9DZ ('phone Oxford 67671, ext. 41).

Closing date for applications: 8th December 1975.

Oxfordshire Area Health Authority (Teaching)

EDUCATIONAL COURSES continued

ROEHAMPTON
INSTITUTE OF HIGHER EDUCATION
FROEBEL INSTITUTE COLLEGE
DIPLOMA IN EDUCATION
DIPLOMA IN THE TEACHING OF MUSIC

Applications are invited from serving teachers for admission to the one-year full-time courses which have special reference to the education of children up to thirteen years of age, and leads to the award of the relevant diplomas by the London University Institute of Education.

The Diploma in Education is designed as preparation for posts of further responsibility. The course has previously emphasized the primary and middle school range but it has been extended to meet the special needs of those considering advisory work in pre-school education.

The Diploma in the Teaching of Music is designed to enable teachers of First and Middle school children to gain understanding of present-day aims and methods in music education and to develop their own musical skills.

Teachers serving under a Local Education Authority and who have at least five years' experience are eligible to apply for secondment for the period of the course.

Full particulars and application forms may be obtained from: The Registrar, Froebel Institute College, Roehampton Lane, London S.W.15 5PJ.

SURREY

THE UNIVERSITY

DEPARTMENT OF SOCIOLOGY

M.Sc. IN SOCIAL RESEARCH PART-TIME

Applications are invited for the 1976-77 intake of the Diploma/M.Sc. course in Social Research which is held on Fridays during term-time over two years. The course, for which most students attend on a day-release basis, covers many aspects of research design and includes the analysis of both quantitative and qualitative research material. It is intended for those, from a wide variety of professional fields, who need to undertake or evaluate social research.

All students take courses in statistics, research methods, organisations and social policy, together with introductory courses on the main concepts in sociology and social psychology. In addition students may select one of the following options:

SOCIOLOGY OF EDUCATION
SOCIAL SERVICES and SOCIAL WORK RESEARCH
MEDICAL SOCIOLOGY and HEALTH SERVICES RESEARCH
RACE AND COMMUNITY RELATIONS RESEARCH

Entry is open to graduates and others with professional training and relevant experience.

A leaflet describing the course and application forms is available from the Registry, University of Surrey, Guildford Surrey GU2 5XH.

Closing date for applications, December 31st, 1975.

THE CITY UNIVERSITY
St John Street, London, E.C.1

GRESHAM LECTURES

ASTRONOMY
"Cosmology and Gravitational Collapse"

Three one-hour lectures at the University by Dr M. Rees, Institute of Astronomy, Cambridge University, on Tuesdays, 25 November, 2nd and 9th December, 1975, at 5.45 p.m. Open to all members of the public.

WARRINGTON
PADGATE COLLEGE OF HIGHER EDUCATION
MEDIA AND COMMUNICATION
RECREATION AND THE ENVIRONMENT
APPLIED EUROPEAN STUDIES

New vocationally orientated courses, leading to the Diploma of Higher Education or B.A. degree of the University of Manchester will commence in September 1976.

The courses are intended for students who wish to develop careers in the media industries; in recreational and environmental development; in the tourist industry, or foreign departments of commercial or public enterprises.

Further details may be obtained from: The Admissions Tutor, Padgate College of Higher Education, Fearnhead, Warrington WA2 0DB.

Write, telephone or visit.

Awards and Scholarships

CORNWALL
SCHOOL OF ST. CLARE
Penzance

Western Division of the Woodard Corporation

Recognized Independent Day and Boarding School for girls five to 18 (Boarders accepted at eight and 11 or older if need arises)

SCHOLARSHIP EXAMINATIONS will be held on February 25th, 26th and 27th, 1976, for entry in September, 1976. The competition is for scholarships to the value of half the fees for one day girl place and one boarding place. A Junior boarding scholarship will also be offered.

Prospectus, information and forms from the Headmistress.

Places for other candidates are awarded on report from their present school and interview. Inquiries should be made now for September, 1976.

OXFORDSHIRE
THE SCHOOL OF S. HELEN AND S. KATHARINE
Abingdon
(Church of England direct-grant grammar school, reverting to independence)

ENTRANCE EXAMINATION 1976

The examination for day and boarding places for girls born between 1st September, 1964, and 31st August, 1968, will be held at the school on Saturday, February 21st, 1976. Under-age candidates will be considered on the recommendation of the heads of their junior schools.

A small number of bursaries will be available.

Full particulars will be sent if application is made to the Examination Secretary. All inquiries should be accompanied by a stamped addressed foolscap envelope. Applications should be received not later than January 8th, 1976.

LONDON

THE UNIVERSITY

GRANTS FOR RESEARCH

Applications are invited from members of the University and teachers in Schools of the University for grants from the Central Research Fund to assist specific projects of research and for the provision of special materials and apparatus. Grants are not made for normal maintenance.

Applications must next be received not later than December 15, 1975.

Forms of application and further particulars may be obtained from the Secretary to the Central Research Fund, University of London, Senate House, London WC1E 7HU.

LONDON, N.6
CHANNING SCHOOL
Independent Day School
FOUNDATION SCHOLARSHIP EXAMINATION 1976

Two Foundation Scholarships, carrying free tuition, are offered by the Governors. (Awards of lesser value may be made.)

Candidates born between 1st September, 1962, and 31st August, 1965, are eligible and may be entrants or girls already in the School. Preliminary papers will be taken at Channing School on 30th and 31st January, 1976. Those qualifying to proceed further will be required to take an additional general paper. Closing date of application 15th January, 1976.

SIXTH FORM BURSARIES

Limited funds are available to assist girls to follow Sixth Form courses. Grants will be made on the basis of financial need.

Particulars of either of the above available from Headmistress, Channing School, Highgate N6 5HF.

MUSIC SCHOLARSHIPS

Music Scholarships up to the value of £300 p.a. and including free musical tuition and Exhibitions giving free musical tuition will be offered to boys between the ages of 11 and 14 years on 1st September, 1976.

Candidates should show proficiency on a musical instrument (preferably an orchestral one) and should meet the School's academic requirements. The examination for 1976 will be held in May.

Full details from the Headmaster, Lord Wandsworth College, Long Sutton, Basingstoke, Hants, or from the Director of Music.

STAFFORDSHIRE
DENSTONE COLLEGE PREPARATORY SCHOOL
Smallwood Manor, Uttoxeter
ENTRY SCHOLARSHIPS

A number of Entry Scholarships for day or boarding places will be awarded to candidates of sufficient merit.

Age range seven to 11.

Full particulars from the Headmaster.

WORCESTERSHIRE

BROMSGROVE SCHOOL

Two full-fee SCHOLARSHIPS and other awards are offered to be competed for by open examination in March, 1976.

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TELEVISION

THE LAST SECRET

Christopher Griffin-Beale on Russian Repatriation

Orders from Above, Robert Vas's harrowing documentary on BBC 2 tomorrow evening, describes how the British government ordered the repatriation of all Russian prisoners (estimated at several million from all the allies) captured from the Germans during the liberation of Europe, knowing they could expect at best imprisonment and quite probably death by firing squad.

For almost 30 years this remained the war's "most unpleasant secret", until the state papers were released. While Robert Vas was beginning his investigation, Nicholas Bethell's book *The Last Secret* appeared, and Lord Bethell has provided much of the background material for the film. Like his earlier films—notably on the Katyn massacre, recently on Hiroshima and last year's *9 Days in '26*, about the General Strike—it is distinguished by Vas's particular strengths: he is a superlatively precise craftsman, and, as a Hungarian jew, persecuted during the war and exiled since 1956, his understanding of political realities extends far beyond parochial English experience.

In Soviet eyes all Russian prisoners, however involuntary, were contaminated by Western experience. For Soviet soldiers captured by the Germans, the Red Army had its own grim version of Catch-22—Article 58, 1b—which forbade surrender. Some — like the Cossacks who fell into British hands in Austria — had fought willingly against Soviet Russia, though survivors stress that they fought against communism, not against Russia. Their certain fate at Soviet hands—clearly foreseen by the British government—should have qualified them for asylum. But Eden, the foreign secretary, proposed they all be sent back—forcibly, indiscriminately and without delay. Viscount Selborne, an army minister, made an eloquent protest and Churchill, initially sympathetic to these men who "had been tried beyond their strength", recommended "all the apparatus of delay". Eden's policy prevailed, was endorsed in a secret clause of the Yalta agreement, and subsequently adopted by the United States.

The programme examines and rejects the one defence proffered for the policy—that we needed our Soviet ally's good will for the safe return of our prisoners in their hands.

It was the soldiers, ordered to implement this policy, who encountered its horrific consequences. Initially incredulous that the British could send them back (as were the soldiers), prisoners then resorted to desperate, often successful suicide attempts or reckless intransigence. Witnesses describe the forcible embarkation of prisoners from English camps at Liverpool—and their removal at Odessa to the noise of machine guns in a quayside shed. At Lienz in Austria, 20,000 Cossacks were camped with their families. With their officers transported elsewhere by a ruse, the remainder were informed they were to be repatriated in railway trucks. The Cossacks gathered for Mass in a central square and refused to budge. The soldiers hardly had the force or the will to move determined unarmed men, women and children: an ugly riot ensued.

The accounts of English soldiers—and a few survivors—make the incidents sickeningly vivid, and confirm why the soldiers' memories still haunt many of them in nightmares. Grim battle experience was no preparation for this: in battle one's opponents had a fifty-fifty chance.

With typical care, Vas intercuts stills of prisoners, staring eloquently at us, with allegorical statues outside the Foreign Office labelled "Justice" and "the law" and with particular repeated passages from the official documents: a sentence from Eden's crucial cabinet paper, "We must not be sentimental about this"; and a scribbled minute by Eden in the margin of Selborne's objection: "This does not answer the point: We don't want them here."

Vas's method here emphasizes the connexions between such bald official phrases and the realities that still disturb their witnesses' peace. The connexion is introduced in the masterly opening sequence which wordlessly intercuts images of the camps—soldiers in the snow, the countryside of Lienz camp—with the Foreign Office and State Department, establishing a mood and provoking us to consider the relationship between the two "worlds".

The simple style of *Orders from Above*—demanded by its subject's starkness and complexity—might not seem to evoke a personal vision. And yet in his interpretation of the subject's implications, Vas reveals again his own passionately felt conception of the nature and responsibilities of democracy. The title is significant: the soldiers can only explain their involvement by saying they were obeying orders—an argument with unsavoury echoes. Their sense of decency was affronted: they were being asked to do "the kinds of things the Germans did". But what else could they do? Some officers found ploys for saving some prisoners from transportation. Many vainly pleaded to be relieved of their commands. Soldiers are bound to accept orders, but orders come from politicians supposedly responsible to *us*. That is why Vas concludes with Solzhenitsyn's condemnation of the British people for abnegating their responsibility to demand explanations and question their government's actions.

My first reaction was that this was unfair: with wartime censorship and a hazy understanding of Soviet realities, the British people could hardly guess there was anything untoward. But that just isn't good enough. Press censorship merely emphasizes that truth is war's "first casualty", edging democracy and totalitarianism that much closer together.

Vas succeeds in making us consider this policy's implication for our notions of democracy and its devastating echoes of other times, other regimes.

DOCUMENTARY

A MODERN TRAGEDY?

Ned Thomas on the Scottish Daily News

There is a fair consensus in the literature of revolutions that, when the old structures are dismantled, hitherto unknown energies are released in people and there surfaces a new emotional spontaneity. Orwell, in Barcelona in 1936, felt that it was "a time when generous feelings and gestures were easier than they ordinarily are" and Arturo Barea's novel *The Clash*, dealing with the same period in Madrid, gives a similar impression. The early days of the Russian, Chinese and Cuban revolutions provide similar evidence, though it has now hardened into official mythology: and there is some corroboration in the events of May 1968 in Paris—the insurance workers, for example, deciding that they should all have the same wages.

But then the counter-truth and the counter-myth enter. All revolutions are failures (though, as Orwell says, not the same failure): not only are they crushed from outside as in Spain, but, rent by internal schism, pass into authoritarian hands and fossilize into repressive bureaucracy. Trotsky orders the shooting down of the Kronstadt revolutionary sailors "like partridges". He, in turn, is shot down by order of Stalin. And slowly the workers are reverting to cynicism. Tipping and pilfering are again rife. Every man for himself. As Raymond Williams suggests, revolution is the modern Tragedy.

But why do they fail? Is it human nature reasserting itself, self-interest redressing the balance against a temporary excess of altruistic zeal? Or is it rather that the revolution never goes far enough, that there is a failure of nerve, a failure of imagination and solidarity that leads to old structures of authority creeping back with new names?

It seems perhaps a long way from these heroic myths to the recent fortunes of the *Scottish Daily News*, yet the issues, differing in scale, are otherwise very similar, and as in the case of the Norton-Villiers-Triumph workers' cooperative at Meriden, television gives us, now, the chance to sit in on a dramatic excerpt from our own social history.

The most striking thing in the programme on BBC 2 dealing with *SDN* was the attitude expressed by the work-force in the early days of the cooperative, the involvement, the enthusiasm, the readiness to help each other and get the work done. Everyone remarked on this, as they did in the earlier Meriden programme. But later on the same people had voted the running of the cooperative virtually into the hands of Mr Robert Maxwell, preferring, one was led to think, his self-proclaimed know-how and financial contacts to full participation. It was a pity that we were not given a fuller picture of people's attitudes at this stage, the stage, if you like, of failure of nerve. And then, after all, the paper failed, despite (or because of) Mr Maxwell, who withdrew from the scene. We were left with people trying to affix blame. Mr Maxwell? The Government, for limiting its help? The advertisers, perhaps?

Or was there, perhaps, something self-contradictory in the idea of a workers' cooperative producing a paper (which became a tabloid) that aimed, rather erratically, at being like its competitors? I kept on thinking: all this idealism, commitment, enthusiasm for a new form of social organization within the paper, and yet, from what one sees of the paper itself, none of these attitudes brought to bear upon its content, which seemed to have all the sensational stale gimmickry of the British popular press at its most mediocre. "Perhaps we should have produced a more courageous paper", said one of the cooperative members at the end. Another thought that the whole experience would prove relevant to more and more newspaper workers in the future. Maybe. But I suspect that the *SDN* would be better remembered if there had been an attempt to produce a different sort of newspaper which appealed to the same kind of qualities of participation in the readership as it drew on for its internal organization. Of course, it wouldn't have succeeded that way either, most probably, but its memory would be dangerous to the victor, whoever that victor was.

This programme, like that which dealt with last summer's crisis at *The Observer*, was interesting chiefly for the attitudes expressed by the participants. It would need a different and, on the surface, duller kind of programme to explain the real economic pressures and possibilities. One would need, in fact, to go over the full accounts of the newspaper in some detail. But the kind of programme made is still immensely worth having, which leads to a question.

If this kind of subject is an important one, as it must be, from many points of view, then the BBC is justified in making a thorough programme that involves having reporters and cameras in the building over a longish period of time. This must be a fairly expensive thing to do, particularly within the budget of BBC Scotland, which made this programme. Given the topicality of the subject, the relevance to people in other newspapers and to the community at large, the investment of time and resources by the broadcasters, was not this a programme to have gone out earlier in the evening than 10.40, and on BBC 1?

THEATRE AND EDUCATION

PREPARING FOR CHRISTMAS

Heather Neill

To smooth the path of those in educational drama bemused by the possibilities of their trade a new bibliography has just been published by the Commission for a British Theatre Institute. The *Select Bibliography of Drama and Education*, compiled by Kenneth Pickering and David A. Male, seems to have gone to press before the *Theatre in Education Directory* mentioned in the last column appeared, and in some sections it is perhaps too selective: only seven books are listed under "Criticism and Analysis" and the sole article in that section is Wesker's "A Cretinue of Critics". Nevertheless, this publication will no doubt serve a useful purpose, the section called "Teaching Techniques and Approaches" being especially detailed. For pantomime addicts, David Mayer's *Annotated Bibliography of Pantomime and Guide to Study Sources* could provide the key to a wealth of fascinating information. Both are available, at £1.00 each, from 9, Fitzroy Square, London W1P 6AE.

In Shepperton, Thérèse Kitchin, who writes for educational television, is anxious to find "an additional bit of space" in which her newly-formed Acorn Children's Theatre can rehearse. They are setting off optimistically enough anyhow—Miss Kitchin says she would like them to be "a sort of Young Vic all over again." Their inaugural production *The Fisherman and his Soul*, by Oscar Wilde, is to open on November 27 at Centre Halls, Woking.

And talking of acorns—the Wakefield Tricycle are to perform *The Little Acorn Show* on November 22 at the Barn, Shoreham. Shoreham Youth Workshop themselves, short of money though they are (the general cry) aim to offer a true community service. Among its many and varied activities the Workshop has been designated as a centre for the intermediate treatment of young offenders who can join in set production, screen-printing, dance, mime, play rehearsal, stage management or anything else that happens to be going on.

The Annual Autumn Festival of Lewisham Children's Theatre seems to have involved large numbers of people including, as it has 18 schools, three professional theatre groups and the participation in workshops of the Greenwich Young People's Theatre. Tickets for remaining performances may be obtained from Arthur Woodgate (01-852 5647). Other activities within the ILEA area include *Voyage to Pluto* presented by Event Operas, which is "an adventure story with pollution as its theme" at Bishop Douglass School, East Finchley during the first week in December; *Camelot Pie*, "an original Christmas recipe" for seven to 11 year olds performed by the Bowsprit Company, the Greenwich TIE team, in December; a medieval festival of plays, dance and music at Beckenham CFE on December 10, 11 and 12; a free dance class for teenage boys to be held this evening by London Contemporary Dance at 5.10 p.m. in Studio 5, The Place, and a Greek Theatre Exhibition (with CSE mode 3 drama in mind) at Burlington School, Shepherd's Bush, as the background to a performance of *Medea*, also this evening.

Some theatre projects in London are already benefiting from the Curtain Theatre Resource Centre. Rosemary Linnell (phone her on 247 6788, Tuesdays to Fridays, 9 to 10 am) will provide further information. Meanwhile, the Curtain Theatre continues to put its own advice into practice and has two programmes in preparation. *Inflation* is a day-long course for fifth and sixth form general studies groups and those following business studies and economics courses. During the morning, information—facts, figures and theories—will be presented in a theatrical way, and in the afternoon, participants will attempt to solve economic problems in practice. Booking dates are November 24 to December 12. The stage management exercise at the Curtain is already popular among ILEA schools. A Christmas version, *Scrooge*, will involve, as usual, a group of 16 students in manning lighting, sound effects and all the other backstage department. The course is available, whole-day or half-day, junior or senior, from December 2 to December 16.

End of term productions are already well in hand. Among them is an ambitious multi-media version of *The Royal Hunt of the Sun* at Bablake School, Coventry, from December 1 to 5 and an original musical, *Alice*, at Thomas Tallis School Kidbrook Park Road, London SE3.

Meanwhile, many professional theatres are also preparing for Christmas. Morning and afternoon performances of *Hans, the Witch and the Goblin* (magic, adventure and a gormless goblin) can be seen at Watford Palace Theatre from November 19 to December 6. Between November 24 and 29, *Snowhite* is being presented at the Theatre Royal, Liverpool, and at Nottingham Playhouse *The Pig and the Junkle*, a musical play by Brian Patten about strange happenings in a junk yard-cum-jungle joins the repertoire on December 9. At the Unicorn Theatre in London gift vouchers are on sale. A year's membership would make an original Christmas present.

INSTRUMENTS

Sybil Marcuse's *A Survey of Musical Instruments* (David and Charles £10.50. 0 7153 0278 5) answers a definite need in school and college music libraries. It consists of immensely detailed and scholarly coverage of all kinds of instruments across the globe and through the centuries.

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ONLY LISTENING

Brian Hill on a new German course

Wegweiser, the new BBC radio German course, is designed primarily as a second-stage follow-up to last year's *Kontakte*. In terms of the stated aims of each programme—"saying what you prefer, asking people how they are", etc—*Wegweiser* neatly reinforces and extends the learning aims of the beginners' course. It uses the same technique of exploiting the language used by real people in real situations and some of the characters reappear. Accompanying the course is a book in the *Kontakte* mode, containing the text of interviews and further information and exercises.

The stage has, therefore, been set for a much-needed structural continuation course to help learners build on last year's experience, if they can ignore the five-month gap between the end of one course and the beginning of the next. Something has, however, gone sadly wrong. The players are not producing the insights, the experience and the increase in knowledge the overall concept ought to have provided. Some fundamental difficulties limit the effectiveness. The learner is given no real idea of what he is supposed to do. The aims say he is to be taught to speak, but the overall tenet presents material for listening; for listening but not for learning. There may be short-term understanding of the gist of the conversations, but that is a long way from using the conversations to teach German, to give even a passive knowledge, let alone an active one.

There are many distractions and obstacles placed in the way of retentive learning. The learner is asked to assimilate too much—in programme six I counted approximately [illegible] words or phrases with which he would not be familiar. This need not be disastrous if strict guidance is given as to what is really important and what can be discarded, but this is not the case. The book has even more vocabulary than the programme, particularly if you include the extra dialogues which are contained on the accompanying record/cassette.

To be fair, efforts have been made in more recent programmes to combat the barrage of information. Particularly good was the idea in programme seven of asking students to note down the answers to certain questions which occurred during the dialogues. The question of emphasis has not been, indeed arguably, cannot be satisfactorily solved unless content is pruned.

To these fundamental breakdowns must be added serious flaws in presentation. The pace of the programme is too fast for anything but superficial assimilation. The two presenters seem unable to muster much enthusiasm for what they are doing, the programmes whizz along as though there is a prize for the number of words spoken. This is made worse by the distracting technique of not allowing one presenter to say more than a breathful of words before being interrupted by the other, making concentration difficult.

Some of the prompts for answers which the student is supposed to give are unclear. "Was fragt Manfred?" has three possible responses. Also the model answers to a female rôle are spoken by a man and vice versa. In theory it is a good idea to make close links between exercises in the book and the programme, but good intentions are not always translated into practice. In programme seven students were asked to follow instructions and, looking at a map, to find the Stadtmuseum—something I totally failed to do.

If used as the basis for work in evening classes, *Wegweiser's* shortcomings can be overcome by the teacher. Teacher's notes exist to help him. But for the average home learner the task is not made easy.

A reminder: those who wish to take an achievement test in *Wegweiser* must apply by December 12, using the application form in book 1. The German government is offering six bursaries to successful candidates.

EDIFICES AND INSECTS

Anne Barnes

The functional design of the Royal Festival Hall and a six-legged insect have nothing immediately in common, but both feature prominently in the *New Horizons* series (11.45-[illegible] on Mondays, repeated 14.35-[illegible] on Fridays). This is a non-specialist series which deals with a variety of subjects which might be of interest and relevance to sixth-formers. It tries to find a balance between arts and sciences which will provoke thought and discussion within various general studies courses. All the programmes, which have been selected from *Horizons*, study types of design and structure. The first four programmes—already shown—are about buildings, the last six animal design.

The four buildings singled out for detailed comment are the Royal Festival Hall, Leicester University's Engineering building, the Roehampton housing estate and Cardross Seminary, Glasgow. In each case the difficulties confronting the architect are carefully explained, solutions detailed and achievements evaluated.

In the case of the Festival Hall it is rather laborious. The heart sinks after Dr Patrick Nuttgens introduces it with: "You may dislike it, many people do". The camera sets out on a conscientious, but weary and intensely black-and-white pilgrimage through the premises of the concert hall. The explanations of the structural principles or the difficulties of sound insulation and acoustics are clear but dry. Corbusier or Frank Lloyd Wright are mentioned rather enigmatically in passing; musician and conductor appear and make semi-comprehensible remarks about audience contact and the design being all head and no heart. Some of the photography is good but it does not always give a clear idea of the building as a whole, and occasionally the camera angles are too ambitious.

Nuttgens describes the hall's construction as an exciting act of faith in 1948, but the film never quite relays the excitement. "It largely fulfilled the purposes for which it was designed" he says with relief at the end, and one feels that both the building and the programme have been a rather unrewarding struggle.

The programmes on animals are much less strained. Each programme takes a different type of animal design: first animals without backbones, then insects, fish, birds, horses and, finally, man. The one of insects exploits the fascination of seeing a picture of a small familiar insect blown up. The slightest movement of a centipede looks like a step elaborately choreographed and the camera can linger on the sight of a hugely magnified caterpillar marching systematically over a leaf.

The photography is beautiful and the commentary robust, sometimes even elated. One sees a cicada singing by rubbing parts of its body together, and a caterpillar turning into a chrysalis. There are pictures of bees creating a draught with their wings to cool the honey store and there are detailed explanations of the way an insect's exo-skeleton fits together. All this is expressed in terms of structural engineering. The presenters use weights or even plastic cups and sometimes mime to illustrate the explanations. At the end of the film a swarm of locusts dramatically descends on a crop, consumes an amazing amount of it and sweeps off again, leaving a bedraggled human distractedly dabbing at the air. This film is beautifully produced, varied in its technique and imaginatively presented. The excitement of the presenters is infectious and somehow expansive so that most viewers would be left feeling as suddenly enthusiastic about the structure of arthropods as they might be explicably depressed by the design of the Festival Hall.

GHANA

Living in a Developing Country, five films made in Ghana for BBC schools television, which illustrate country, are highly recommended country, is highly recommended for 13 to 16-year-olds studying the Third World, in social studies, geography or world history. It is to be hoped that it will soon be available for hire.

Ghana is a good choice, being relatively compact (much the same size at the United Kingdom) and yet containing a wide variety of both geography and social organization. The programmes show the contrasts between rural societies in the northern savannah and the tropical rain forest, and the urban life of Accra or work in the modern aluminium smelter at Tema.

The aim is to give an idea of what it is like to live in a developing country today and how "under-development" affects the individual as well as society.

The first programme, "Using What's Around You", follows a young northerner, 16-year-old James Abongo, from the village of Gowrie near Bolgatanga. His extended family live in a typical northern compound of round thatched mud huts and can be seen making a living by literally using what's around them for tools and for subsistence agriculture, growing such crops as millet, yams, sorghum and cassava.

James a wage-earner and bicycle owner, links Gowrie with life in the towns and modern Ghana. Other boys his age, but without his clerical skills and secondary education, work like John Ibrahim, shown busy at his own open-air tyre shop in Bolgatanga. A number of discussion points suggest themselves here, such as the relevance of James's secondary education in a country in which the status of agriculture needs to be improved. The almost casual way the camera watches these young Ghanaians at work and play produces a vivid impression.

The next three programmes also illustrate particular problems of development. Ghana is typical of many Third World countries in being economically tied to exporting raw materials, especially cocoa and timber, to the Western industrial world. There is also the disadvantages of an expensive, major technical scheme such as the Volta dam, where most of the electricity generated is used at the aluminium smelter at Tema which employs few people, although what the country needs is labour-intensive industry.

The final programme brings together these issues by showing two alternative methods of development, through intermediate technology, for example, a cheap improved handloom, and self help—the government's policy of "Operation Feed Yourself". In this townspeople and schools grow their food in the countryside.

Of course, careful preparation and follow-up are needed for the programmes to be useful as well as enjoyable. The teachers' handbook is exceptionally good, with essential information, maps, diagrams, and suggestions of questions and activities. The childrens' booklet is also well done, and clearly and imaginatively illustrated.

Elizabeth Wrangham

FURTHER EDUCATION

CONFIDENCE TO LEARN

Carry on Learning (BBC, FE), the series designed to encourage adults unused to studying, was workmanlike, practical and down-to-earth. In many ways it successfully built up confidence and introduced the basic skills and techniques of learning. Each programme included a brief portrait of someone who had known failure at school and suffered from lack of confidence, eventually finding success and satisfaction after overcoming particular learning difficulties.

These real success stories, which covered the breeding of show pigeons, embroidery, running a newspaper, taking a neighbourhood workers course and becoming a shop steward, were reinforced by instalments in the stories of two fictional characters—a housewife and a shop steward. From this illustrative material basic facts and principles about learning were picked out and helpfully analysed.

Although the general pattern of the series was well constructed, the fictional characters turned out to be weak material for the capable, constructive and personable team who analysed the learning difficulties and hammered home the message.

The accompanying book also failed to give the programmes the backing they deserved. The magazine format was right for the target audience but the layout was confusing and the style could have been sharper. The brief accounts of the personal success stories were limp. On the other hand the check lists were helpful and well thought out, fitting in with the overall approach. When the series is repeated, as it deserves to be, it would be worth considering a revision of the book as well as an increase in publicity. *Carry on Learning* may have its faults but is nevertheless a highly commendable effort in a notoriously difficult area.

The difficulties of helping people to learn can also be seen in the BBC repeat of *Use Your Head*. This Open University series attempts too much and achieves too little, even though both book and programmes contain valuable material. The hard and vital facts which the programmes should be putting over to home learners too often lose their impact; obvious points are laboured and complex matters are insufficiently unravelled.

To learn how to learn is essential. Both series have emphasized the lack of specific teaching in this area and bravely tried to fill the gap. Studying their efforts leaves one with the feeling that, if the two teams got together and pooled their expertise and resources, much could be accomplished.

Colin Mares

FILMS

An important series of five films intended "to build awareness about the legal aspects of certain common situations" has been produced by the Nelson Company in the United States, and is being distributed here by Walt Disney Educational. Under the general title, *Under the Law*, five films are already available and five more due next year. As is usual with Disney films, they are available mainly on long-term leases, whereby a local education authority or similar body holds the prints and loans them to schools for short periods.

Inevitably one must have reservations about showing in this country legal films made in America. British and American law differs in many respects, as do police and court attitudes and procedures. All the Disney films have a decidedly American flavour, but some are more likely to be widely acceptable outside the United States than others.

The Hitchhike (17 minutes, colour, narrated by James Franciscus) is the film of most positive interest to schools. In professional and watchable manner the film tells the same story twice, but from two different viewpoints. In the first a young, attractive girl accepts a lift from a driver who appears friendly but gradually becomes more threatening.

Finally he attempts or commits rape (it is all tastefully filmed and much is left to the imagination). In the second version, as told by the driver, the girl begs for a lift and then plays temptress, regretting it at the last minute.

All the films use a valuable freeze-frame technique. A question is asked and the screen then left blank and silent for long enough for watchers to respond to a class leader or teacher. In this film pupils are asked both what they would have done when offered a lift and when asked for one. Most important, the film makes the valuable point that accepting a lift in a car with a stranger is venturing into a potentially dangerous situation, over which one has no control.

Also worth considering for schools is *Arrest and Seize* (16 minutes, colour, narrated by Peter Graves), in which a girl goes out for the evening with a boy whose car turns out to be both knee-deep in drugs and stolen. Although worth viewing, the film places questionable emphasis on the evils of pot. It is also too replete with American terms like "grand theft".

The Rip-Off (15 minutes, colour, narrated by Philip Abbott) is also worth considering for schools especially in the current context of Belson's report. It shows how an innocent but easily led child can land in trouble when involved with a young criminal of dominant personality. Of the two remaining films, *The Muggers* is less relevant here than in the United States, because its message is that drug addiction is a prime cause of crime; American addicts are not registered and thus a hard drug habit must be sustained by stolen money. Likewise *The Plea*, which deals with hit-and-run driving is unlikely to be relevant to schoolchildren.

Because there appears to be no British made material of comparable quality and subject-matter, these films are all worth consideration, particularly *Hitchhike*. *Further details from Walt Disney Productions Ltd, 68 Pall Mall, London SW1.*

Adrian Hope

BRIEFINGS

RADIO AND TV

FE and general interest

Families in Crisis (Monday, 18.30. Radio 3)

Seven programmes examining how different sorts of families respond to a crisis.

Learning to Read (Monday, 19.00. Radio 3)

Helps parents and primary teachers understand what is known about how children learn to read.

For schools

Countdown (Monday, 9.38. Thursday December 4, 10.03 BBC).

Under the general title "Shape to remember", a dramatization shows the arrival of an abstract painting as a birthday present and attempts to recreate it when it is destroyed.

Springboard (Monday, 11.20. VHF).

A two-part unit for seven to nine-year-olds on road safety. First fantasy story about a child lost in a town.

Seeing and Doing (Tuesday, 9.30. Thursday, 11.22. ITV).

"Toys" visits a manufacturer of hand-made toys to see how a rocking horse is made. Suggestions for follow-up include making a cardboard rocking horse.

The World Around Us (Tuesday 9.50, Thursday 11.00, ITV)

A special programme for 10-year-olds with a twofold aim—to show different ways of celebrating festivals such as Christmas (Muslim and Hindu ones) and to encourage children to try out the recipes included in the topic sheet.

Experiment (Tuesday 10.12, Friday 11.43, ITV)

This week's A level physics experiment uses a modification of Cavendish's apparatus to determine the Newtonian constant of gravitation.

Watch! (Tuesday 11.00, Wednesday 14.01, BBC1)

A unit for older infants, "The Taste of Things" looks this week at salt and savoury

History 1917-73 (Wednesday 9.38, BBC1)

"Britain and Europe" focuses the attention of 14 to 16-year-olds on "The Tradition of Detachment" when Britain's links were with the Empire and not Europe; "The Cost of World War", "Post-war Foreign Policy", the end of the Empire and a diminished Integration", the foundation of EFTA and our entry into the Common Market.

Voix de France (Thursday 9.35, VHF4)

A level students of French hear extracts from Jean Anouilh's play, *L'Alouette*. *Living Language* (Thursday 14.00, VHF4)

A radiovision programme for nine to 11-year-olds on Christmas.